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ABSTRACT

This issue of a newsletter for second language researchers and teachers features an article by Michael Clyne entitled "Research on Bilingual and Second Language Acquisition in Australia." The article provides abstracts of Australian research projects in English as a second language, perception of Australian English speech, testing second language proficiency, acquisition of second languages other than English, bilingualism--bilingual language acquisition--immigrant languages in the contact situation, and bilingual education. A bibliography of recent and forthcoming publications is appended to the article. The remainder of the newsletter is devoted to a variety of reports from conferences (including a lengthy report on TESOL '80), resumes of research in progress, a listing of upcoming conferences, and announcements. (JB)

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Second **L**anguage **A**cquisition **N**otes & **T**opics

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A NEWSLETTER FOR RESEARCHERS AND TEACHERS VOLUME X, NUMBER 1 MAY, 1980

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RESEARCH ON BILINGUAL AND SECOND LANGUAGE ACQUISITION IN AUSTRALIA,
Guest Editor: Michael Clyne, Monash University, Victoria, Australia

Over the past decade, Australia has become increasingly aware of the cultural and linguistic diversity as well as of the language learning problems resulting from large-scale immigration from various non-English-speaking countries. During this time, Australia has emerged as a living laboratory for linguistic research, and research projects and disserations on bilingual and second language acquisition have greatly increased in number. Because the line between the acquisition and maintenance of bilingualism and the acquisition of English and other community languages (immigrant or aboriginal) is difficult to draw, projects in all these areas are included in the present survey. As the following entries are based on questionnaire returns, they should be treated as representative rather than comprehensive. The reports are organized thematically. It will be seen that many of the projects are oriented towards the educational context.

ONGOING RESEARCH PROJECTS

(N.B. A publications list follows this section.)

1. ENGLISH AS A SECOND LANGUAGE (See also: 5.2; 5.6)

1.1 SECOND LANGUAGE LEARNING IN ADULTS
W. L. Bonney, M. Johnston, B. di Biase, New South Wales Institute of Technology, Broadway, N.S.W. 2007

Examines whether there are fixed orders of acquisition in syntax in adults learning English. Areas studied include: negation, question, tense and aspect/verb marking/the verbs be, have and existentials, auxiliaries, complements, subordination, prepositions, pronouns, quantifiers, possessives, comparatives, connectors, utterance structure, discourse. Basic data drawn from 20 informants (L1: Spanish; Turkish), supplementary data from many more (different language backgrounds). The analysis is being conducted within a Bailey-type variationist framework.

1.2 CLAUSE ACQUISITION OF IMMIGRANT CHILDREN (Diss.)
Ian Fry, Dept. Linguistics, Monash University, Vic. 3168

Examines order of ESL clause acquisition by primary school children of Vietnamese, Turkish, Arabic and Greek backgrounds, with native speaker control group. Based on a 15-30 minute interview, plus various elicitation techniques.

1.3 ACQUISITION OF FOUR AREAS OF ENGLISH SYNTAX BY RECENTLY-ARRIVED IMMIGRANTS FROM FOUR DIFFERENT NATIVE LANGUAGE GROUPS (Diss.)
Helen Borland, Dept. Linguistics, University of Edinburgh, Scotland

Attempts to determine the stages by which negation, articles, copula and NP complementation are acquired by English-learners and the interrelatedness (if any) between these areas; to ascertain similarities and differences between learners of different language backgrounds and between adolescents, children and adults.

80 subjects of less than two years standing in Australia are being given a written sentence correction test on four occasions, two months apart.

1.4 THE DEVELOPMENT OF ENGLISH AS A SECOND LANGUAGE IN MIGRANT* AND ABORIGINAL CHILDREN
A. L. McGregor, Mount Lawley College of Advanced Education, W.A. 6050

Based on recordings of a full-day of language from each of 30 children: 10 tribal aboriginals, 10 Macedonian, 10 Vietnamese, all being within the same age group. A computer concordance shows each word in its context. The program also lists in the same way 2-, 3- and 4-word phrases and provides a count of frequency of use of individual words and "chunks." Such studies will be repeated with older (and perhaps younger) age groups, providing data for a study of patterns of L2 development through structural, phonological, functional, sociological and psychological analyses.

1.5 USING UNCONTROLLED LANGUAGE DATA AS SOURCE MATERIAL FOR TRAINING FOREIGN STUDENTS IN THE COMPREHENSION OF AUSTRALIAN ENGLISH SPEECH
J. Stanley, assisted by P. Kelly and T. J. Quinn, Horwood Language Centre, University of Melbourne, Parkville, Vic. 3052

A large amount of lecture/discussion data was recorded and analyzed at various levels ranging from phonology to discourse structure. Experiments established the causes of breakdown in comprehension. The results of these procedures were incorporated into a self-instructional language lab training program using some of the original data (to be published, 1980).

1.6 A LANGUAGE-LEARNING NEEDS ANALYSIS OF MIGRANT GROUPS IN AN INNER-CITY HIGH-RISE HOUSING ESTATE (Government-commissioned project)
Terry J. Quinn, Horwood Language Centre, University of Melbourne, Parkville, Vic. 3052

There is evidence that the special character of such a location creates a "ghettoized" language situation where the need and desire to learn English are minimized. The social character of the estate (e.g. high crime rate) also militates against participation in normal ESL programs. The initial survey will describe the situation with a view to designing ESL approaches relevant to it.

1.7 ENGLISH LANGUAGE NEEDS OF ADULT MIGRANTS IN MELBOURNE'S WESTERN SUBURBS (Government-commissioned)
Coordinated by: Michael G. Clyne and John McKay, Centre for Migrant Studies, Monash University, Vic. 3168

Will examine interactional needs of non-English speakers in an ethnolinguistically mixed area, based on interviews, taking into account the daily activities and social aspirations of the migrants. Major target groups: industrial workers, housebound women, unemployed youth. It is hoped to consider the role of English native speakers in a non-teaching language acquisition situation.

*In Australia, "migrant" is used synonymously with "immigrant."

1.8 MODERN GREEK AND ENGLISH IN CONTACT

George Kanarakis, Mitchell College of Advanced Education, Bathurst, N.S.W. 2795

Using error analysis and contrastive analysis, this project studies interference (phonemic underdifferentiation, substitution) in the vowels and consonants of Greeks speaking English.

1.9 VARIATION IN SINGAPORE-MALAYSIAN ENGLISH

John T. Platt, Dept. Linguistics, Monash University, Vic. 3168

Over 200 Singaporeans and Malaysians of different ethnic and educational backgrounds have been interviewed--some having completely English-medium education and some having had mixed-medium of wholly Chinese or Malay-medium education. Interviewees cover a wide socio-economic range. Average scorings for a range of variables have been computed, e.g.,BE, Past Tense, 3rd Person Singular, Noun Plural marking. In addition, a whole range of typical lexical items and constructions have been noted and, where appropriate, quantitatively computed. Implicational scaling has also been used for certain variables and a high degree of implication has been observed, e.g.,in BE occurrence in four syntactic environments.

In Singapore, especially, it is obvious that a distinctive speech variety has developed through the use in everyday situations of English, and there are societal rules regarding the appropriateness in different situations of various sub-varieties of Singapore English. In Malaysia, because of the policy of Bahasa Malaysia as the national language, the use of English is diminishing and is becoming more a foreign language whereas in Singapore, English has a status often ranging between second and first Language.

1.10 THE LANGUAGE PROBLEMS OF ABORIGINAL PRIMARY SCHOOL CHILDREN IN WESTERN AUSTRALIA

Susan Kaldor and Ian G. Malcolm, University of Western Australia, Nedlands, W.A. 6009

Survey of the varieties of English spoken by Aboriginal primary school children in Western Australia. The aim has been to characterize the range of varieties which exists between standard English and a basilectal form of English spoken mainly in the Northern (Kimberley) region. The study has involved a broad perspective (phonological, morphological/syntactic, semantic discourse/sociolinguistic features) of Aboriginal English varieties spoken by the children. Formal and informal speech was collected from children of all primary age groups in a variety of situations. It is hoped that the findings will prove useful in developing approaches to teaching standard English to the non-standard-speaking children and that it will facilitate effective communication between the children and their teachers.

2. PERCEPTION OF AUSTRALIAN ENGLISH SPEECH

2.1 SPEECH PERCEPTION - VOWELS /i/ and /I/
Patricia A. Denham, Canberra College of Advanced Education, A.C.T. 2601

Pairs of synthesized vowels in CVC monosyllables were played to native and non-native speakers. Duration of the steady state of transition is more important for non-native speakers than native speakers' most important cue, formant frequency. The ʃ-p/ consonant environment was easier than /h-l/ for both groups.

2.2 VERBAL AND NON-VERBAL COMMUNICATION
Peter Ball, Dept. Psychology, University of Tasmania, Hobart, 7000

Aimed at ascertaining different categories of speech recognized in Australasia and the social significance attached to them, interpreting results in terms of interpersonal and intergroup processes. Uses verbal guise techniques and a card-sorting method for studying social identity by numerical taxonomy analyses applied to similarities between pairs of hypothetical individuals described in terms of attributes.

3. TESTING SECOND LANGUAGE PROFICIENCY

3.1 AN APPLIED LINGUISTIC STUDY OF ADVANCED LANGUAGE LEARNING (completed Diss.)
David E. Ingram, Dept. Languages and Literature, Mt. Gravatt College of Advanced Education, Mt. Gravatt, Qld. 4122

Involved identifying proficiency level of Matriculation foreign language students, advanced adult language learners' strategies and the role of L2 learning in multicultural societies. Developed methodology for advanced (tertiary) language teaching.

3.2 DEVELOPMENT AND TRIALLING OF THE AUSTRALIAN LANGUAGE PROFICIENCY RATING SCALE (ALPR)
David E. Ingram, address as above

This project is developing and trialling a performance-based L2 proficiency rating scale originally intended for ESL teaching to immigrants and refugees in on-arrival courses but which is of wider application and is being developed accordingly. The scale is in four parts covering the four macroskills and, in each of them, defines some nine levels of proficiency from 0 to native-like.

3.3 INTEGRATIVE ASSESSMENT OF ENGLISH PROFICIENCY OF OVERSEAS STUDENTS
Charles V. Taylor, Pamela M. Riley, English as a Foreign Language, University of Sydney, N.S.W. 2006

Over four years an instrument based on productive skill testing has been developed, refined and evaluated. Three subtests: phonological production test, modified cloze and Dictogloss (Cloze). The scoring of Dictogloss is now based on the segmented responses rather than key points in the dictation. Results indicate a reasonably high correlation with performances in the subjects tested.

4. ACQUSITION OF SECOND LANGUAGES OTHER THAN ENGLISH (See also 3.1, 5.2)

4.1 SOME PROBLEMS IN ACQUIRING A SECOND LANGUAGE, WITH SPECIAL REFERENCE TO JAPANESE
Neville J. Saunders, Western Australian Institute of Technology, Perth, W.A.

Arrived at evaluating techniques for determining interlanguage and exploring universal order of acquisition; error analsysis of data obtained in longitudinal and cross-sectional studies of adults learning Japanese in Tokyo. Tentative conclusions:

(i) There is a universal order of acquisition for Japanese regardless of order of presentation of functors in class.
(ii) Universal order applies only to features perceived by the learner as obligatory.
(iii) Longitudinal studies give different analysis of inter-language to cross-sectional studies (Hypothesis: due to structured nature of cross-sectional studies).
(iv) Adults in intensive courses learn much faster than children learning L1.

4.2 SPECIAL-PURPOSE PROGRAMS IN MODERN GREEK FOR HOSPITAL PERSONNEL
Terry J. Quinn, C. Drousiotou, Horwood Language Centre, University of Melbourne, Parkville, Vic. 3052

Aimed at providing survival-level Greek for groups of health professionals (e.g. nurses, radiographers, dietitians). Course content is determined by a sociolinguistic analysis of the work situation of the professional group and by a "translation" of the relevant data into appropriate Modern Greek. Derives from a theory of "limited communicative competence" evolved in the project (cf. "routinized language performance" discussed by L. Fillmore and S. Krashen). This approach is now being adapted to other languages (Italian, Portuguese) in other states.

4.3 A MODEL FOR THE TEACHING OF GERMAN AS A COMMUNITY LANGUAGE IN PRIMARY SCHOOLS (Diss.)
Howard Nicholas, Dept. German, Monash University, Vic. 3168

Aims: (i) To determine teacher, pupil and parental reactions to the programs; to establish needs and aims of each group, where they converge and diverge.
(ii) To assess the influence of the programs on children's attitudes and opinions.
(iii) To observe children's language learning strategies.

5. BILINGUALISM - BILINGUAL LANGUAGE ACQUISITION - IMMIGRANT LANGUAGES IN THE CONTACT SITUATION

(See also 1.8, 1.9, 4.3)

5.1 CREATING BILINGUALISM
George W. Saunders, Dept. German, Monash University, Vic. 3168

This is an ongoing longitudinal study of two Australian-born boys' acquisition of German-English bilingualism in Australia. The children (aged 6;1 and 4;2) are being brought up in a one person-one language home environment, speaking English with the mother and German with the father. The situation is unusual in that English is the native language of both parents.
The objective of the study is to examine the problems of fostering and maintaining bilingualism in the family in Australia, including, in this case, disadvantages or advantages of the father's being a non-native speaker of the language he is passing on to the children as a second native language.
Regular observations, taping and testing of the children are made to monitor their development in both languages. A one person-one language home environment is conducive to creating and maintaining bilingualism in the home. The advantages of the father's being a non-native speaker of German outweigh the disadvantages. Tests show the children to be slightly dominant in English and more fluent and accurate in that language, although receptive vocabulary is about equal in the two languages. However, German does not lag far behind, an encouraging result considering the children's exposure to English is three times as great.

5.2. POLISH IN AUSTRALIA
Roland Sussex, Dept. Russian, University of Melbourne, Parkville, Vic. 3052

A corpus of spoken and written data is being collected on the maintenance of Polish in Australia and the interaction of Polish and Australian English in the language activity of Australian Poles; error analysis of the Polish of Anglophone students in Australian secondary and tertiary education institutions, concentrating initially on phonetics.

5.3 AUSTRALIAN ITALIAN: A DESCRIPTIVE ANALYSIS OF TRANSFERENCE PATTERNS FROM ENGLISH TO ITALIAN IN THE SPEECH OF FIRST AND SECOND GENERATION BILINGUALS IN NORTH QUEENSLAND (Diss.)
Camilla B. Campbell, Dept. Modern Languages, James Cook University, Townsville, Qld. 4811

Investigates phonic, lexical, semantic, syntactic, and pragmatic transference, and code-switching, the social significance of these, and individuals' preferences for certain types of transference and varying degrees of tolerance to the amount of their transference.

5.4 LANGUAGE SHIFT AND INTERFERENCE IN BILINGUAL SITUATIONS, WITH REFERENCE TO SERBO-CROATIAN IN AUSTRALIA (Diss.)
Vojislav Jajić, Dept. Linguistics, University of Sydney, N.S.W. 2006

Based on survey among Serbs and Croats in Australia. Special emphasis is given to sociocultural conditions and language maintenance institutions.

5.5. MULTILINGUALISM IN AUSTRALIA
Michael G. Clyne, Dept. German, Monash University, Vic. 3168

(a) Influence of English on syntax, lexicon, phonology of German and Dutch in Australia, based on tapes of 800 bilinguals, tests, and questionnaires. Attention was paid to the triggering of code-switching.
(b) Interaction in particular situations: the use of community languages other than English in industry, pidginization and foreigner talk (in industry and immigrant child-parent interaction); L2 attrition /L1 reversion in the elderly; communication breakdown at the pragmatic level (based on a study of letters, questionnaires and meeting routines). At present, German and Australian discourse routines in academic and school essays are being contrasted.
(c) Study of language maintenance and shift based on data from the 1976 Australian Census, considering the relative importance of language in different cultures, factors promoting language maintenance, and Australia's language needs.

5.6 THE ROLE OF MIXED MARRIAGES IN LANGUAGE SHIFT IN AUSTRALIA'S DUTCH COMMUNITY (Diss.)
Anne Pauwels, Dept. German, Monash University, Vic. 3168

Investigates, through interviews, the impact of mixed marriages on language use, attitudes and interference.

5.7 FACTORS DETERMINING THE RELATIVE LANGUAGE SKILLS IN BILINGUAL RUSSIAN IMMIGRANT CHILDREN IN AUSTRALIA
Marianne Bodi, Melbourne State College, Vic. 3052, and Ronald Taft, Faculty of Education, Monash University, Vic 3168

Children who knew little or no English when entering Australian primary school were tested in Grades 3 to 4. 18 out of 29 were superior in their English language skills to Russian. English dominance was more marked in boys than girls. Most children preferred to speak English, but there was no relationship between preferences and relative competence. The children's general language ability determined their competence in both English and Russian (positive correlation: 0.5). Attitudes towards learning English and towards acculturation were not related to competence.

5.8 DIFFICULTIES IN MAINTAINING ETHNIC LANGUAGES IN MELBOURNE'S MULTICULTURAL SOCIETY, WITH PARTICULAR REFERENCE TO ITALIAN FAMILIES (Diss.)
Hope Kynoch, Faculty of Education, University of Melbourne, Vic. 3052

Examines attitudes to language maintenance, especially attitudes of Italian mothers and children in Melbourne (based on interviews); examines the need for L2 learning at all levels, and for sensitizing teachers to curriculum change and review of teaching methods and library materials.

5.9 SURVEYS ON USE OF AND ATTITUDES TO ETHNIC LANGUAGES
J. J. Smolicz, R. Lean, M. J. Secombe, Dept. Education, University of Adelaide, S.A. 5001

(a) Questionnaire survey of all "year ten" pupils in South Australian Catholic secondary school, including questions on language use and attitudes to the public and private use of ethnic languages and their introduction into schools. Ethnic languages maintenance at home was quite extensive (highest in Italian families, lowest among Dutch). Considerable support for linguistic pluralism was found especially among ethnic parents, with a small proportion of Anglo-Australian parents opposing it. (Smolicz-Lean)
(b) Survey of language acquisition histories, language use, language attitudes, and the effects of school on language maintenance among upper primary school ethnic children in five schools.
(c) Questionnaire study of all Diploma in Education students at the University of Adelaide, 1979, to ascertain ethnic background, language and cultural maintenance, and attitudes to cultural and linguistic pluralism in Australia.

5.10 POLISH MEMOIR STUDY
J. J. Smolicz and M. J. Secombe, address as above

A sociological analysis of memoirs by children of Polish parentage, concerning their experiences in Australian schools. One of the main areas was language: how and when the respondents learnt Polish and English, language use patterns, influence of the Australian school. Although Polish was the L1 of almost all writers, nearly all became dominant in English. For such children to become balanced bilinguals, schools would have to reinforce home learning in Polish.

5.11 MIGRANT LANGUAGE TEACHING IN SWEDEN
John S. Martin, Dept. Germanic Studies, University of Melbourne, Vic. 3052

Examination of the teaching of ethnic languages in Sweden. It covers the public discussion leading to their introduction into the curriculum, the legislation, implementation of the scheme, teacher training, materials used, and attitudes of pupils, parents, teachers, and educationalists.

6. BILINGUAL EDUCATION

6.1 MULTILINGUAL PROJECT
Marta Rado, School of Education, La Trobe University, Bundoora, Vic. 3083

The project offers a form of bilingual education in a situation where immigration has created linguistic minorities, as is the case in Australia. It provides learning materials, for bilingual students, in parallel forms of English and nine ethnic languages. The objectives of the project are:
(a) to foster students' conceptual development;
(b) to stimulate students' language development in the mother tongue and in English;
(c) to provide student satisfaction with the learning process;
(d) to reduce the difficulties created by a multilingual situation;
(e) to support teachers sympathetic to the students' linguistic and cultural heritage;
(f) to provide teacher satisfaction with the teaching process.

The project is designed to serve the following groups of students:
(1) migrant children who have not achieved full competence in English and therefore do not make good progress at school, both
   (a) those who are recent arrivals and have experienced part of their schooling abroad and
   (b) those who have a strong native language background in their home and neighbourhood
(2) migrant children who are competent in English and in their mother-tongue. In addition, it can be used by English-speaking students to assist them in second language acquisition. The materials consist of a series of independent study units, which contain booklets and tapes in English and parallel ethnic language versions. The advantage of the materials is that they give students the opportunity to learn in the language of their preference. The emphasis on student choice is based on the assumption that to feel at ease with the language of instruction will facilitate learning. Once learning has taken place, the student can be encouraged to compare the bilingual texts. Observing how the same idea is expressed in English and the second language should stimulate language development in both.

Evaluation is currently being undertaken with respect to student achievement, and also student, teacher and parent satisfaction with various aspects of the project. Preliminary data are encouraging.

6.2 BILINGUAL EDUCATION - ABORIGINES
Bruce A. Sommer, Northern Territory Dept. Education, P.O. Box 4821, Darwin, N.T. 5794

Research input for bilingual education developed for small tribal groups since 1973 in ten languages with two others in preparation and two more "suspended." Curricula are also being prepared for ESL.

6.3 LANGUAGE AND IDEOLOGY: BILINGUAL EDUCATION IN MELBOURNE'S JEWISH DAY SCHOOLS
Manfred Klarberg, Dept. Sociology, Footscray Institute of Technology, Footscray, Vic. 3011

Study of bilingual education (Hebrew-Yiddish/English) in a number of Jewish schools in relation to each school's ideological tradition (e.g. ultra-orthodox, secular Zionist, secular Yiddishist, orthodox and Zionist).

RECENT AND FORTHCOMING PUBLICATIONS

Bodi, M. Bilingualism of Russian Children in Melbourne: Some Aspects of Language Retention and Language Acquisition. To appear in ITL Review of Applied Linguistics. 1980.

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_____ Nieuw Hollands or Double Dutch. Dutch Studies 3; 1977; 1-20.

_____ Communicative Competences in Contact. ITL Review of Applied Linguistics 43; 1979; 17-38.

_____ Deutsch als Muttersprache in Australien: Zur Ökologie einer Einwanderersprache. (Dt. Sprache in Europa und Übersee, 8) Franz Steiner, Wiesbaden. To appear in 1980.

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Klarberg, M. Language and Ideology: Bilingual Education in Melbourne's Jewish schools. To appear in ITL Review of Applied Linguistics. 1980.

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_____, R. Lean and M.J. Secombe. Ethnic Children in Australia. To appear in R.K. Browne (ed.), Children Australia. Allen and Allen and Unwin, Sydney.

Stanley, J.A. Teaching Listening Comprehension: An Interior Report on a Project to Use Uncontrolled Language Data as a Source Material for Training Foreign Students in Listening Comprehension. TESOL Quarterly 12, 3; 1978; 285.

Taft, R. and M. Bodi. A Study of Language Competence and First Language Maintenance in Bilingual Children. To appear in International Review of Applied Psychology. 1980.

FORTHCOMING CONFERENCES

ANZAAS (Australian and New Zealand Association for the Advancement of Science), University of Adelaide, May 12-16, 1980.

Linguistics Section (Topic: Discourse). Secretary: Ms. Junko Kumamoto, Centre for Asian Studies, University of Adelaide, S.A. 5001.

Sociology (Sociology of Culture and Ethnic Relations). Secretary: Dr. Roger Harris, Adelaide C.A.E., Holbrooks Rd., Underdale, S.A. 5032.

Australian Linguistic Society, Monash University, August 25-27, 1980. Convenor: Prof. Göran Hammarström, Linguistics, Monash University, Vic. 3168.

Applied Linguistics Association of Australia, Monash University, August, 1980. Convenor: Mr. Mark Garner, Rusden State College, Vic. 3168.

JOURNALS:

Australian Review of Applied Linguistics. Editor: Dr. Terry Quinn, Horwood Language Centre, University of Melbourne, Vic. 3052.

Ethnic and Intercultural Studies. Editors: Michael Clyne and John McKay, Centre for Migrant Studies, Monash University, Vic. 3168. Publisher: River Seine Publications, 132 Elgin Street, Carlton, Vic.

ITL (Leuven) will publish a double number in August 1980 devoted to immigrant languages in Australia.

Australian Journal of Linguistics. Commences 1981. Editor: Dr. Rodney Huddleston, English Dept., University of Queensland, Qld. 4067.

CONFERENCE REPORTS

BEYOND THE SENTENCE

The Ninth Annual University of Wisconsin-Milwaukee Linguistics Symposium, entitled "Beyond the Sentence," was held March 7-8, 1980 at the University of Wisconsin-Milwaukee. The conference provided researchers with a forum for exchange of results of investigations into language beyond the boundaries of the sentence and promoted communication among researchers in different fields (e.g. linguistics, education, psychology, anthropology, computer science, rhetoric) as interest in the domain of discourse continues to grow. Papers addressed research in the area of discourse including: Discourse

or Textlinguistic Theory, Research in Teaching Composition, Discourse Processing (e.g., Reading), Pragmatic Aspects of Discourse, Cross-Linguistic Studies of Discourse, and Discourse Studies in Foreign Language Teaching (e.g., ESL).

CAFABE

The 1980 California Association for Asian Bilingual Education (CAFABE) held a conference focusing on "Asian Bilingual Cross-Cultural Education: Moving Forward" on March 21-22, 1980 at the Oakland Hyatt House, Oakland, California, U.S.A. The conference was co-sponsored by the Bay Area Bilingual Education League, Inc., University of San Francisco, State of California Department of Education, National Dissemination and Assessment Center for Bilingual Education, and the Asian American Bilingual Cross-Cultural Materials Development Center. Topics addressed included: Legislation, Compliance Issues, Asian Cultures, Communications, Curriculum, Methods of Instruction, Asian Children Learning, and Testing and Evaluation. Keynote speakers at the conference were Dr. Rudolph Troike, Project Director, Bilingual Education, Inter America; Honorable March Fong Eu, Secretary of State of California; Dr. Alan Seid, Member of California State School Board; Dr. Ramiro Reyes, Assistant Superintendent, Office of Instructional Support and Bilingual Education; and Dr. Charlie Knight, Associate Superintendent of Curriculum of the State Department of Education.

CATESOL

The California Association of Teachers of English to Speakers of Other Languages held its annual state conference April 18-20, 1980 at the San Diego Convention and Performing Arts Center, San Diego, California, U.S.A. Keynote addresses were presented by Stephen Krashen, "The Input Hypothesis"; James Alatis, "Towards a Definition of TESOL"; and Mary Galvan, "Out of the Closet and Into the Classroom." In addition to papers presented on a variety of topics, there were panel discussions and methodology workshops. Two-hour panel discussions dealt with: English for Special Purposes, Language Assessment, Testing, and Teaching English to Speakers of Chinese, Japanese, and Korean. Methodology workshops were offered on Inductive Methodology, Total Physical Response, The Silent Way, Pro's and Con's of Audio Lingual Method, Suggestopedia, Applied Linguistics, Cognitive Code, and Notional/Functional Syllabi.

CEEA

The California Elementary Education Association sponsored two one-day seminars on "Coming to Grips with the Bilingual/Bicultural Classroom" featuring Rolando Santos with special guest speaker Robert A. Cervantes. The seminars, which took place May 13 in San Francisco and May 15 in Newport Beach, were designed to inform teachers about legislation and policy and help them deal with the reality of the bilingual classrom (what to teach as well as how to teach it). The sessions included a demonstration lesson as well as a technology and curriculum materials review.

CREOLE SYNTAX

The Institute for General Linguistics, University of Amsterdam, organized a Colloquium on Creole Syntax that took place April 14-16, 1980. The papers were grouped by the following topics:

Complementizers

Hans den Besten (Amsterdam), Binding in Afrikaans: The Means for Co-indexation in COMP.

Claire Lefebvre (Montréal), More on Haitian Creole la

Hilda Koopman (Montréal), Wh-questions, Relative Clauses and Cleft Constructions in Haitian Creole

Mark Sebba (York), Pidginization as Rule Induction: Creole Counter-examples to Some Proposed Syntactic Constraints

Auxiliaries

Pieter Seuren (Nijmegen), the Auxiliary System in Sranan

Thomas L. Markey (Ann Arbor) Tense-Aspect, the Copula, and Semantic Space in English-based Creoles of the Caribbean

Hélène Holly (Montréal) Modal Verbs in Haitian

Robert Papen (Montréal) The Verbal System in Ile-de-France Creole

Gillian Sankoff (Philadelphia) Title not announced

Wilf Gunter (Devon) Aspects in the Four Portuguese-based Creoles in the Gulf of Guinea

Grammatical Relations

Chris Corne (Auckland, New Zealand) The Relation of Réunion Creole to Its Indian Ocean Cousins: Evidence from the Verbal Systems, Verb Morphology, and the Copula

Laurentiu Theban (Bucharest) Title not announced

Ulrike Mosel (Köln) Substratum Influence on Tok Pisin Phrase Structure

Peter Mühlhaüsler (Oxford) The Development of Morphological and Syntactic Categories in Tok Pisin

Workshop on Papiamentu

Enrique Muller (Curaçao) Remarks on the no tin Construction

Magalis de Jesús (Amsterdam) The Plural Marker nan

Raúl Römer (Amsterdam) Clitics in Papiamentu?

Creolization and Second Language Learning

Pieter Muysken (Amsterdam) Halfway Language and Interlanguage: Alternative Paths to Pidgin Genesis

Josien Lalleman (Amsterdam) Bickerton on Acquisition Revisited: Word Order Phenomena in Foreign Workers' Dutch

William Washabaugh (Milwaukee, Wisconsin) Creole Language Processes and Second Language Acquisition

The Linguistic Situation in the Guyanas and in the Netherlands Antilles: Comparative Perspectives on the Dutch Colonial Linguistic Heritage

Ramón Todd Dandaré (Aruba) Papiamentu and the History of the Antilles

Enrique Muller (Curaçao) The Situation of Papiamentu on Curaçao

Hugo Campbell (Nijmegen/Paramaribo) Language and Language Use in Surinam: An Outline

Petronella Breinburg (Keele, England) Creolese and Sranan: Comparing British and Dutch Attitudes towards their Respective Colonial Linguistic Heritage

Christian Eersel (Paramaribo) Sranan in Transition?

Geert Koefoed (Utrecht) Recent Impressions of the Linguistic Situation in Surinam, with Particular Reference to Surinam Dutch

Ian Robertson (Georgetown, British Guyana) Berbice and Skepi Dutch: The Dutch Linguistic Legacy in Guyana

Sita Kishna (Amsterdam) Sarnami: A Brief Sketch of Its Origin and Use

Financial support for the colloquium was given by the Faculty of Letters, University of Amsterdam, the Bureau Buitenland of the University of Amsterdam, by the Stichting voor Culturele Samnwerking, and by the Dutch Linguistic Society.

For additional information about the program, write Pieter Muysken, Institute for General Linguistics, Universiteit van Amsterdam, Postbus 19188, 1000 GD Amsterdam, Netherlands.

CONFERENCE IN YUGOSLAVIA by Caroline Vaughan, Fulbright Lecturer, Novi Sad, Yugoslavia

The theme of the recent joint American Fulbright/British Council/ Yugoslav University Professors' conference held December 10-13, 1979, in Zagreb, Yugoslavia, was "Teaching University-Level English in Yugoslavia," and many papers were based upon research in contrastive and error analysis (CA and EA). The title of one of the presentations, "A Workbook for University Students (in Yugoslavia) Based on Error Analysis" typifies the direction of many of the reports toward the creation of classroom materials that are directly drawn from research findings in CA and EA. This direction, the applied pedagogical use of CA and EA, is well established in Yugoslavia, where two large inter-university projects have been constructed: the YSCECP (Yugoslav Serbo-Croatian/English Contrastive Project, which began in 1968) and the ZESCCP (Zagreb English/Serbo-Croatian Contrastive Project, which began in 1972), the former having English as the target language, the latter, Serbo-Croatian. The final goal of these studies is the creation of the following: (a) a contrastive grammar of Serbo-Croatian and English organized by grammatical points of confrontation; (b) a representation of the learner's compromise system, which organizes the results of collected error data into stages of learning; and (c) pedagogical materials for teachers' use. Thus far, nine volumes of articles contrasting grammatical points in Serbo-Croatian and English and three volumes of pedagogical materials have been published. The concentration on CA and EA in this conference, then, was a natural outgrowth of the previous work done in Yugoslavia in this field.

I say "this field" rather than "these fields" since the main point of Dr. Rudolf Filipović, Zagreb University, the keynote speaker, was that the results of CA and EA are highly complementary, and that "the one correct path lies in conducting parallel CA and EA combining and then applying the results." Dr. Filipović, who has been the chief coordinator of CA/EA projects in Yugoslavia, spoke of past and current research in the area and its pedagogical application, beginning with reference to researchers (e.g., Mackey) who have proposed the comparison of languages as a base for the creation of new instructional materials. As CA can only point to potential problem areas for L2 learner, it is questionable whether pedagogical materials should be accepted solely on results obtained from CA. However, according to Filipović, if checked by the findings of EA and then categorized into stages of difficulty, the results can be made maximally applicable. As well as being useful resources for teachers of English to S-C speakers, they illustrate the complementary nature of CA and EA which, when used together, can both predict and define problem areas more precisely than either can alone.

In one phase of the YSCECP, written tests were prepared from findings in CA and given to 500 advanced learners of English. Several types of tests were created to cover each grammatical problem considered: multiple choice (with distractors chosen from a previous EA); translation; and transformation (with morphology also selected in accordance with prior EA findings). As an example, CA suggests that the imperfective aspect of the verb in S-C will cause interference errors since it "covers" much of the English present continuous, but not all. In the testing, students had to choose between the simple present and present continuous of particular verbs. Although some of the predictions of CA were verified in the written tests, not all were; in this particular example, the testing brought to the surface errors not predicted by CA. The results of all the tests carried out in the projects have been tabulated and charted into tables clearly set down with respective numerical data.

During the course of the extensive EA carried out by teams of researchers/teachers, Filipović has become convinced of the existence of certain learner "stages" in the continuum between L1 and L2 (see Nemser, Selinker). He has coined the term "compromise system" to refer to all points along this continuum, but he has come up with the stages because of a practical pedagogical need for classification of errors at levels of difficulty. He defines three stages as follows: (1) S-C structures expressed in English words; (2) an entirely new system; and (3) advanced but still recognizably non-native English. Work is currently being conducted to categorize which structures exist in each stage. Once again, CA and EA, working in tandem as a "checks and balances" kind of research technique, are the means to the goal of ultimately defining these stages so that teachers have something concrete to base materials on.

Of other presentations related to this topic, several were the reports of original research while others branched off into classroom materials and techniques that take previous research into consideration. I shall only discuss a few.

Gordana Nejgebauer (Novi Sad University) presented the results of her error collection and analysis of prepositions in "Insertion and Omission of English Prepositions in Students' Papers." Altogether she gleaned 2194 prepositional errors from 950 essay exams; of these errors, 634 were errors of omission or insertion. In her presentation, Ms. Nejgebauer listed the prepositions in order of frequency of misuse (IN, OF, TO, FOR, WITH and ON, for insertion errors; TO, FOR and OF for omission errors), gave numerical data, and cited examples under each. She went on to propose certain semantic categories that seem to call forth errors.

Elvira Petrović (Osijek Pedagoski Fakultet) talked about "Vocabulary Teaching and Errors Arising in this Area (Vojvodina, Northeastern Yugoslavia)." Her error collection was divided into three categories: (1) non-equal lexical collocations, such as crno vino (*black wine) for 'red wine'; mrtva prirode (*dead nature) for 'still life'; and odati se picu (*devote oneself to drinking) for 'take to drinking'; (2) non-equal grammatical environment, such as Kad se daje dobar film, uvijek ga pogledamo (*When it is given a good film, we go to see it) for 'When a good film is on...'; and (3) non-equal denotation, such as the verb posuditi, which can mean 'borrow' or 'lend' in S-C, depending on the situation. Her point was that since most entering university students have very restricted English vocabularies, the teacher must make them aware that word boundaries between languages are often not exactly equivalent.

Jim Johnson (Nis University) recommended "The Use of Error-Provoking Exercises" to test whether students have really internalized particular structures or whether they are over-relying on more basic ones. He reminded the audience that errors are a necessary part of the learning process, but that at a certain level, students can begin to "get by" on what they already know, so may not venture into more difficult structures unless pressed to, simply because they are afraid of producing errors. Mr. Johnson produced some sets of exercises (for example, fill-in-the predicate sentences, to narrow the choice of structure) that force the student to use the structures he may in free composition or conversation be able to avoid.

M. Ridjanović (Sarajevo University) presented a "horror hierarchy" of phonological mistakes made by most Yugoslavian speakers of English. He discussed the added problem that the many dialects of S-C, not to mention the other languages spoken in Yugoslavia, make it particularly difficult for teachers to prepare materials. But he suggested making use of the students' knowledge of other dialects to discover sounds similar to English ones.

M. Vilke (Zagreb University) spoke about "communicative competence," a term which she says "has taken Europe by storm." She advocated an end to the traditional authoritarian attitudes of teachers towards students and called for materials that both "illustrate and teach at the same time." According to Vilke, we should draw a sharper distinction between ESL and EFL, especially when applying research findings based on only one of these. She asserts that research from ESL studies (e.g., English for the immigrants in San Francisco's Chinatown) is wrongly being used as a basis for decisions and theories in EFL (e.g., the

English learned in Yugoslavia); the motivation of the students (integrative vs. instrumental) will itself make one large difference. As an example, she cited findings from Dulay and Burt in the U.S. which are different from findings in Yugoslavia and other European countries.

Since this was a conference of teachers, the biggest "hit" was the wordbook written at Zagreb University by V. Andrašy, Anna Hargreaves and Maša Marušić. Divided into four parts: nouns, verbs, adjectives and "miscellaneous," this 92-page book is a source of exercises for commonly confused words, one that I believe might be useful to many teachers in the U.S. as well as Yugoslavia.

JALT 1979 by Susan Goshen*, Institute of Foreign Study, Osaka, Japan

The atmosphere was one of excitement and high expectation as foreign language teachers gathered from November 23-25 in the beautiful traditional city of Kyoto, for the Fifth Annual Conference of JALT (Japan Association of Language Teachers) Language Teaching in Japan 1979.

This conference was very different from others on language teaching in Japan, in that it was organized along similar lines to that of TESOL (Teachers of English to Speakers of Other Languages) which is the mother organization of JALT. It emphasized teaching itself, many workshops and demonstrations intoducing effective techniques that teachers had developed in their classrooms or learned from others.

About 530 people participated in this conference not only from all over Japan but also from overseas. There were 74 presentations, 22 by Japanese speakers and 52 foreign speakers, in five major areas: (1) classroom activities and techniques, (2) new methods in language teaching, (3) listening comprehension, (4) grammar analysis, and (5) teaching grammar and literature.

Twelve 3-6 hour workshops were given on November 23 with such "new" methods as the Silent Way, Counseling-Learning/Community Language Learning (C-L/CLL), the Total Physical Response Approach, comprehension methods, drama methods, being introduced. Many of the participants had opportunities to learn a new language through one of these new methods.

Among the highlights of this year's conference were Dr. Karl C. Diller's plenary address on "Teaching Listening and Speaking: Some Neurolinguistic Considerations," Graham Page's "Notional Syllabus: An Actual Text," Michihiro Matsumoto's "Mind Logic and Hara Logic," Elizabeth Kitamura's presentation on "English Through The Stomach," Yoko Nomura and Masakazu Ohta's presentation "English Through Drama," and Jonathan Holliman's "Creative And Practical English."

*With remarks by Kenji Kitao, Department of English, Doshisha University, Kyoto, Japan.

Karl Diller examined language learning in the light of learning living and dead languages. Dead languages such as Latin, Old English, and Ancient Greek are traditionally learned through grammar-translation, or the dead language method of teaching, by which learners experience no conceptual or semantic formation for foreign words as they are learned, but rather relate the new words to their native language, giving the foreign words no psychological reality of their own. Diller argued that rote memorization of words and grammar-translation do not give the learner a chance to express his own thoughts and ideas directly. How well, then, will the foreign language learner be able to function when he interacts with native speakers of the target language?

Research done on brain aphasia has shown that special areas of the brain are related to different kinds of language processing: Diller advocated that the various language teaching methods make use of different brain areas. For example, by using Wernicke's area through the direct method of language learning, students learn word-concept association and give words a psychological reality of their own in much the same way the native speaker of the target language does. Students will "encode," rather than just "decode." Concept formation, or the development of a psychological reality of foreign words, could prove to be one of the most important factors for the foreign language learner to learn and the foreign language teacher to teach. Thus, if meaningful practice of words through the direct method is used in the foreign language classroom, teaching and learning foreign languages as living ones rather than dead ones should greatly increase student ability, enthusiasm, and confidence in the learning situation.

Diller's presentation is especially important to English language learning in Japan, since the traditional method of teaching English through grammar-translation is still the most widely used one in the elementary and secondary schools. If the dead language method of learning produces such great limitations in the learner's abilities by not allowing them a chance to encode and think in the foreign language, then surely other language methods are urgently needed.

Along with understanding how a foreign language is learned, it is especially pertinent to discover the most effective ways to teach a foreign language. Graham Page gave an impressive lecture on the advantages of using a notional syllabus over a situational one. Any teaching method necessarily involves deciding what is going to be taught and how it is going to be taught. Up to this time, especially in Japan, English conversation has been taught by using a situational method. Students learn conversation related to a given situation (e.g., at a bank, a post office, a restaurant); they memorize vocabulary, often out of context, they read a passage, then they regurgitate the memorized data on a test. The problem with this method is that few people encounter that exact situation in the post office or the bank. And if the postal clerk does not respond to the learner's questions with the same words as the postal clerk in the dialogue, the learner may not be able to continue speaking. Learners might be told that they need only wait until lesson 31 to learn the past tense, and thus be able to respond in the given situation, but how many students actually ever get to lesson 31? Therefore, how practical is the situational text framework?

The notional syllabus, on the other hand, suggested by Jan Van Eyk for the Council of Europe, involves learning English on a threshold level, being able to survive in the target language and culture. The notional syllabus has an instant "cash-in-value" in that students will be able to do many things, (e.g., refuse, complain, request) in any situation. The notional syllabus is broken down into topics such as personal identification, house and home, travel, shopping, social meetings, and into notions such as refusing, requesting, deciding, etc. The lessons are taught on three levels, each level providing 50 lessons. Level I will introduce notions and topics which use easy grammatical structures. Level II will introduce more notions and topics, which use more complex structures, along with the ones already covered, and level III will introduce notions and topics with the most complex grammar. Regardless of which level the student is at, he will be able to cope with the new language and culture and feel flexible enough to meet most situations. Suggested texts to use in English language teaching might be John Andrew's Say What You Mean In English and Judith Kettering's Developing Communicative Competence.

Teaching culture, or the "logic" of culture is another important area that concerns all language teachers. In his lecture on "Mind Logic and Hara Logic," Michihiro Matsumoto presented useful information on Japanese thought patterns as opposed to Western ones. He then offered his suggestions as to what the ESL teacher can teach the Japanese student about Western thinking. While Westerners operate on a "why-because" principle, Japanese operate on a "hara," or heart principle. A "why-because" culture emphasizes mind logic, and looks at the parts that make up the whole, while a "hara" culture emphasizes the logic of the heart, and accepts the whole of something on its own terms without looking at the parts that make it up. The Bible teaches Westerners to dichotomize and individualize, while Confucianism teaches Easterners to synthesize and avoid confrontations.

Matsumoto used the word "natto," sticky fermented beans, to describe the Japanese cultural concept of "we" as opposed to the "I" of Western cultures. Understanding both sides, or the "we" of the situation, is mandatory. When confronting another person in Japanese society it is extremely important to understand his "hara," or heart, and the silence behind his words. Listening to what is not said is more important than listening to what is said. In Japan it is a common belief that there are two sides to every opinion, and both sides are correct. If a Japanese were asked to listen to a debate and choose one side over another, for example, he would probably say, "I agree with both sides." This is in direct contrast to the Western dichotomies between black and white or right or wrong. Matsumoto went on to say that most Japanese are not trained in logical analysis and seek to be taught these skills by Westerners who usually find debate and immediate solutions to problems important.

Once Westerners have a better grasp of the importance of hara logic in the Japanese culture and the Japanese tendency not to analyze the parts that make up the whole, ESL teachers can begin to bridge the gap between Eastern and Western thinking and teach Japanese students what they really need to learn about Western culture. When students feel at ease among themselves, they can

experiment with Western approaches to discussion and debate.

On Sunday, Elizabeth Kitamura gave a delightful presentation called "English Through the Stomach" in which she showed how to teach everyday verbs, nouns, grammatical patterns, and wh-questions in a new context. Through cooking lessons, students learn specific grammar points and have intensive practice using them in wh-questions, along with practicing and responding to commands. This continues until the recipe is made. Then the teacher motions all the steps she took to make the recipe and the students tell her in a jazz chant rhythm what she is doing without the teacher having to say anything. The audience also had the opportunity to participate in a lesson on cheese hors d' oeuvres. By introducing cooking lessons on a regular basis, teachers can help motivate students to learn, practice, and review grammar in a new light.

Another interesting way to vary the everyday learning situation is to learn "English Through Drama," as demonstrated by Yoko Nomura and Masakazu Ohta in a three-hour session. Most other members of the audience had ample opportunity to take part in classroom demonstrations, and the quick change from one exercise to another kept the session alive, exciting, and challenging. Among the many ideas suggested, several are listed below.

1) Students get up in pairs of two and act as robot and commander with the task of getting across the room and avoiding many obstacles and coming back with eyes closed the whole time. The commander stands at one end of the room and gives commands with his eyes open while the robot follows the commands without using his eyes.

2) Ten, or so, students in pairs get up and stand in a group in the middle of the room. Each pair makes up a word phrase and then mingles somewhere in the group and closes their eyes. When the teachers says "Go," both people in each pair must yell out their phrase and find their partners with their eyes still closed.

3) The teacher draws a strange figure on the board and goes around the room and asks different students what it is.

4) Students get in pairs, hold hands, and one person describes the other person's hand without looking at it.

5) The students close their eyes and then listen to the teacher as she walks across the room and back. Then the teacher asks different students what they heard and what they felt.

6) The students get in a group and walk around the room making any comments about what they see, smell, hear, or feel.

7) Students get in pairs and practice introductions ("Hello," "How are you, etc.") first in a very high voice, then in a very low voice, in very fast speech, and then in very slow speech.

8) Students in pairs role-play certain situations, such as boy A meets girl B on the street and A and B both like each other very much.

9) One persons gets up and tries to sell an item in the classroom such as an umbrella, a purse, a pencil, or a shoe to the audience, first in a made-up language and then in a target language.

By using drama in the classroom, students can free themselves from self-consciousness, embarrassment, and fear of making errors and can enjoy expressing themselves in a living language. These kinds of drama activities in the classroom can achieve great language learning success by providing students with a relaxed learning environment.

Near the end of the conference, Jonathan Holliman gave his useful practicum on "Creative and Practical Writing" in which he suggested several ways to teach the use of articles and adverbs in English, effective ways to use correction, and techniques for teaching style in English composition. Holliman designed his own text for teaching articles which included a general overview of why we use articles in English and a list of 23 rules for article usage. Students are given the list along with several cloze tests and are asked to fill in the correct article when necessary and to list the rule for its use. Corrected article errors in student compositions are identified by number only and students refer to their rule sheet for a complete explanation of their mistakes. Student correction, then is done through numbers and correction symbols, and students spend class time correcting papers in groups, discussing general and specific grammar points and style techniques, and practicing exercises in groups and individually. Among the books suggested for use in the classroom were Creating Compositions by Hwitey and Weiner, Composition for Personal Growth by Sidney and Simon, and Sentence Combining by Theodore Sherman.

The conference ended on a happy note with a final farewell party. Language teachers returned to their homes with new knowledge and new ideas for use in the classroom. Teachers proclaimed some of this year's presentations to have been excellent, some very good, some "ma ma," and a few not so insightful, but most seemed to have enjoyed the energy, exchange of ideas, and knowledge gained at the conference. Hopefully, next year's conference will continue to bring new information, new enthusiasm, and many new ideas for effective teaching in the foreign language classroom.

LSA WINTER MEETING

The 54th Annual Meeting of the Linguistic Society of America (LSA) took place December 27-29, 1979 at the Los Angeles Bonaventure Hotel, Los Angeles, California. The 2nd Annual Meeting of the American Association of Applied Linguistics (AAAL) took place December 27 in conjunction with the LSA Meeting. William Labov, the 1979 LSA President, delivered the Presidential address, entitled "Resolving the Neo-Grammarian Controversy."

With the increased focus on applied linguistics and the increased number of sessions devoted to interdisciplinary areas (e.g., psycho- and sociolinguistics) there were a number of papers presented relevant to the field of second language acquisition. Among those papers of interest to L2 researchers were:

Foreign Children's Acquisition of German: Universals Versus Interference (Carol W. Pfaff and Renate Portz, Freie Universität, Berlin)

The BE Creative: Stages in the Acquisition of English Be by Navajo Children (Muriel Saville-Troike, Georgetown University)

Language Maintenance and Shift in a Breton and Welsh Sample (Robert C. Williamson and John A. Van Eerde, Lehigh University)

Cerebral Organization in Adult Second Language Acquisition (Linda Galloway, University of California, Los Angeles and Robin Scarcella, University of Southern California)

Competing Sign Languages and Language Planning in Puerto Rico (Nancy Frishberg and John Grima, New York University)

Strategies and Effects of Learner Feedback in Communication Tasks (Stephen J. Gaies, University of Northern Iowa)

Bisyllabic Laxing Rule Vowel Prediction in Linguistics and Language Learning (Wayne Dickerson, University of Illinois, Urbana)

The Acquisition of /r/ and /l/ by Japanese Learners of English: Evidence that Speech Production Ability Precedes Speech Perception Ability (Amy Sheldon, University of Minnesota)

Communicative Competence, Markedness and Second Language Acquisition (John Odmark, Universität Hamburg)

On Predicting Phonological Difficulty in Second Language Acquisition (Fred R. Eckman, University of Wisconsin, Milwaukee)

Syntactic Change in Decreolization (Tometro Hopkins, Indiana University and Purdue University)

A Theoretical Approach to Code Switching: The Underlying Structure of Bilingual Sentences (Florence Barkin, Arizona State University and Alberto M. Rivas, University of Massachusetts)

A Formal Grammar for Code-Switching (David Sankoff, Centre de Recherches Mathématiques and Shana Poplack, Center for Puerto Rican Studies, City University of New York)

Variation in the Linguistic Realization of Speech Acts (April Komenaka Purcell (University of Hawaii, Hilo and Roderick A. Jacobs, University of Hawaii, Manoa)

A Sociolinguistic Continuum in Microcosm (April Komenaka Purcell, University of Hawaii, Hilo)

In addition, there were three symposia of particular interest to L2 researchers, one on "Exceptional Language and Linguistic Theory" and two on "The Relationship between Pidginization, Creolization and Language Acquisition." The Symposium on "Exceptional Language and Linguistic Theory," was organized by Loraine Obler and Lise Menn, in order to show how exceptional types of language "may illumine our understanding of normal adult language." Among the papers presented on various types of exceptional language were three related to language acquisition:

Pidgin-Creole Studies and Linguistic Change (Gillian Sankoff, University of Pennsylvania)

Language Death and Linguistic Theory (Nancy Dorian, Bryn Mawr College)

Second Language Learning and Linguistic Theory (Deborah Keller-Cohen, University of Michigan)

Because the two symposia on "The Relationship between Pidginization, Creolization and Language Acquisition" reflect an important trend in current research on second language acquisition to attempt to relate language development under different social conditions, the abstracts of the papers presented are reprinted here in their entirety.* Abstracts of the other papers appear in the Meeting Handbook published by the Secretariat of the Linguistic Society of America, 1611 North Kent Street, Arlington, VA 22209, USA.

The Relationship Between Pidginization, Creolization and Language Acquisition, organized by Roger Andersen, University of California, Los Angeles

During the past five years an increasing number of researchers in the fields of pidgin and creole studies and first and second language acquisition research have studied the relationship between pidginization/creolization (as well as depidginization/decreolization) and first and especially second language acquisition and the relevance of linguistic universals and universals of language acquisition to this relationship. Although earlier work in pidgin and creole studies often assumed a language acquisition framework for dealing with issues in the field, it has taken recent developments in linguistic theory and new data and theoretical models in pidgin and creole studies and first and second language acquisition to provide an impetus for this valuable new area of socio- and psycholinguistic inquiry. The time is right for a more thorough investigation of this relationship. This symposum has been organized with this purpose.

Each of the participants in the symposium has approached an aspect of the theme of the symposium from a different perspective in his/her own research. They have been invited to participate in the symposium in order to (1) review previous research, (2) discuss current issues, (3) present new research results, and (4) discuss new approaches to previously-researched questions.

The symposium is divided into four parts, each consisting of (1) a brief 5-minute summary of previous research and current issues relevant to the topic of that sub-session, (2) a 30-minute lead paper synthesizing research in an area and/or presenting new research, (3) one to four 10-minute discussion papers, each commenting on the lead paper from the perspective of the discussant's own research, and (4) a 20-minute period for open discussion. The lead papers (and accompanying introduction, papers by discussants, and open discussion) are

*The Editors would like to thank Roger Andersen and the LSA Secretariat for their cooperation in allowing us to reprint these abstracts.

grouped into two three-hour sessions.

Session I focuses on "Simplification in Pidginization and Second Language Acquisition (SLA)." The two lead papers in Session I approach this topic from two different directions: simplification in the input to SLA (Hatch) and simplification in the learner's output (Meisel). The perspectives from which Hatch's paper will be discussed are (1) Foreigner Talk and "Broken Talk" (Ferguson), (2) the importance of input in SLA (Larsen-Freeman), and (3) simplified input and the origins of pidginization (Naro). Meisel's paper will be discussed from the perspectives of (1) language death (Dorian), (2) research on Foreign Worker's German and a recent longitudinal study of the acquisition of English by Spanish speakers (Gilbert and Mack), and (3) pidginization and linguistic change in emigrant languages (Saltarelli and Gonzo).

Session II focuses on "Creolization and Decreolization as Processes of Language Acquisition." The lead paper by Valdman will deal with creolization and SLA and the paper by Schumann and Stauble with decreolization and SLA. Valdman's paper will be discussed from the following perspectives: (1) processes of creolization and linguistic universals (Bickerton), (2) the social context of processes of creolization (Sankoff), (3) relations between structure and function in child language, pidgins and creoles (Slobin), and (4) language change (Traugott).

SESSION I: Focus on Simplification in Pidginization and Second Language Acquisition

O EVELYN HATCH, University of California, Los Angeles

LEAD PAPER: Simplified Input and Second Language Acquisition

Just as parents adjust their speech when addressing child learners, we adjust our speech when talking with learners of second languages. This simplified register which is negotiated by the learner and native speaker has often been called Foreigner Talk. Foreigner Talk is thought to provide more communication, establish an affective bond, and, I claim, serves as an implicit teaching mode.

This paper is divided into three parts. Part I describes foreigner talk data gathered in conversational settings (child learner with child native speaker, adult learner with adult native speaker, child learner with adult native speaker) and school settings (adult learners and native speaker teachers). The descriptions are 1) measurements on frequencies of a variety of phonological, lexical, syntactic and discourse factors, and 2) narrative descriptions with appropriate examples. The second part of the paper consists of a set of hypothesized benefits that might accrue to the learner given such input/interactions. These hypotheses are an attempt to bridge the gap between data descriptions and theoretical claims about second language acquisition. The third part of the paper relates input/interaction research to the other papers on pidginization, creolization, decreolization and language acquisition presented in the symposium.

O CHARLES FERGUSON, Stanford University (not present)

DISCUSSANT'S PERSPECTIVE: "Simplified" Registers and Universal Simplifying Processes

Analysis of the structure and use of "simplified registers" and the like (e.g., baby talk, foreigner talk) is a promising field for exploring universal simplifying processes in language. The modification of language for addresses of presumed limited linguistic competence is a phenomenon of interest for its own sake and because it may be an important component in larger processes of pidginization and acquisition. Neglect of this component may lead to inadequate models of language change; detailed studies of the phenomenon, especially interactional studies and cross-language comparisons, will contribute to richer, more realistic models.

O DIANE LARSEN-FREEMAN, The Experiment in International Living's School for International Training

DISCUSSANT'S PERSPECTIVE: The Importance of Input in Second Language Acquisition

Second language acquisition researchers have found there exists an accuracy order of morphemes which English as a second language (ESL) learners follow in their acquisition of English. Although the order is not invariant, researchers can predict with some confidence which morphemes ESL learners will supply in obligatory contexts the most often, the next most often, etc. The morphemes which have been studied have varied somewhat from study to study; nevertheless, the following are the ones usually included: the be auxiliary and the -ing of the progressive aspect, the be copula, the articles, the possessive marker, the third person singular present tense marker, the regular past tense marker, the plural marker and some irregular past tense forms.

In pursuit of an explanation for why such a common order occurs, the data from the morpheme studies were examined in light of conceivable determinants. Factors considered to account for the order were basically of four types: the nature of the morphemes themselves, characteristics of the learners, acquisition heuristics and characteristics of the input to the learner. Only an input characteristic, the frequency of occurrence of these morphemes in adult native-speaker speech, correlated significantly with the ESL accuracy order. Thus, it is important to consider the input in attempting to explain a learner's output.

O ANTHONY NARO, Universidade Federal & Pontificiá Universidade Católica, Rio de Janeiro

DISCUSSANT'S PERSPECTIVE: Simplified Input and the Origins of Pidginization

"Simplification" denotes modifications made by native speakers under perceived difficulty of communication. The origins of the process

consist of two basic components: 1) prior stereotypes, and 2) a strategy for use in cases not covered by (1). These components change and interact during the course of contact. For example, it has been shown that at the very beginning stages of the explorations that led to the Portuguese penetration of Africa (i.e., during the period of training of interpreters in Lisbon, 1430-1440) it is likely that previous systems of simplification contributed little more than a tendency to put verbs in the infinitival form. Major modifications were determined by the following strategy in these initial small-scale contacts: "Express each invariant, separately intuited element of meaning by at least one phonologically separate, invariant stress-bearing form" (A.J. Naro in Lg. 54:318). Soon, however, the "simplified" speech that resulted from these first contacts spread to the populace as a whole through popular plays and songs. Thus, by the time the Portuguese colonization of Africa began in large scale in the 1460's, the component of simplification due to prior stereotypes was undoubtedly much greater.

O JURGEN M. MEISEL, Gesamthochschule Wuppertal

LEAD PAPER: Strategies of L2 Acquisition: More than One Kind of Simplification

This paper argues that structural simplifications in L2 acquisition result from different kinds of strategies. Whereas some prepare the learner's next step towards the target variety, others facilitate the use of the internalized approximative system without necessarily contributing to its further elaboration. The arguments are based on data from cross-sectional and longitudinal studies with immigrants from Romance countries acquiring German in a natural setting. Discussing deletion phenomena and word order problems, it is maintained that there exist different kinds of simplification at each stage of L2 acquisition, characterizing different learner types. Socio-psychological factors are said to influence the formation of such learner groups. Thus, a distinction is made between structural properties of simplification, strategies serving different purposes (e.g., elaboration of the internalized system or facilitation of the use of this system), and socio-psychological factors influencing the choice of such strategies. The relation between these, however, is not one of cause and effect, although it is far from being arbitrary. This is to say that, for example, integrative orientation does not necessarily entail successful learning but it does help; and simplifying strategies do not automatically yield specific structural changes.

O NANCY DORIAN, Bryn Mawr College

DISCUSSANT'S PERSPECTIVE: Simplification in Natural SLA and Language Death

Like natural second language learners, imperfect "semi-speakers" of a dying language speak some other language fluently and are untutored in their less well-controlled language; yet for some of them the imperfect language is the mother tongue, and they have outstanding receptive skills in it. Semi-speakers of East Sutherland Gaelic use certain simplification strategies: 1) reduction in the number of allomorphs and generalization of one high-frequency allomorph in complex morphemes

(noun plural, gerund); 2) collapse of two or more competing structures with the same semantic value (negative imperative); 3) transfer of a complex morphological system largely to a single overused representative of a large class (tense system); 4) elimination of unusual or complex synthetic forms in favor of analytic forms (1st person conditional, conjugating propositions). But their Gaelic does not show particularly heavy admixture of English lexicon or grammar, and it remains considerably more grammatically complex than most pidgins. Relative psychological distance is not predictive of relative grammatical skill, among semi-speakers, as it often is among natural and classroom second-language learners. The chief value of the study of semi-speaker linguistic systems may lie in discovering what simplification will appear despite outstanding receptive skills and what complexity will survive despite incomplete acquisition and partial use.

O GLENN GILBERT & DONNA MACK, Southern Illinois University

DISCUSSANTS' PERSPECTIVE: A Recent Longitudinal Study of the Acquisition of English by Spanish Speakers

The purpose of this paper is to shed more light on recent claims that pidginization is a phenomenon associated with the early stages of second language acquisition. In January, 1979, a six-month longitudinal study was begun with two native speakers of Venezuelan Spanish acquiring English as a second language. We studied: negation, the copula, verb auxiliaries, yes-no question inversion, the definite article, and the possessive 's. We conclude from the study that the hypothesis of negative transfer from Spanish to English will account satisactorily for most of the errors observed in these structures. The data suggest that there is no need to posit an additional learning strategy of pidginization. Spanish and English are clearly a poor choice of languages in the attempt to answer the question: Does pidginization exist at all as a strategy of second language acquisition; and, if so, how important is it? And, what kind of evidence is critical in deciding between transfer and pidginization? We intend to carry out further second language acquisition studies similar to Schumann's work with his subject, Alberto, but where the source and target languages have obligatory syntactic structures which are maximally different from the predicted outcome if pidginization were the learning strategy employed. Thus, for example, with regard to NEG placement, if both the source and target languages had NEG markers occurring only after the verb or incorporated into the VP, the appearance in early stages of the acquisition of the TL of NEG + V would constitute evidence for pidginization.

O MARIO SALTARELLI, University of Hawaii & SUSAN GONZO, Iowa State University

DISCUSSANTS' PERSPECTIVE: Pidginization and Linguistic Change in Emigrant Languages

While most of the research on the linguistic problems of immigrants has focused on their acquisition of the language of their new country, our research as been concerned with the maintenance of their

native language and its acquisition in subsequent generations. We have focused on generational studies of emigrant languages, the type and rate of linguistic change, and the external factors which influence this change. Our research to date indicates that the same processes and strategies characterizing natural SLA are also involved in the acquisition of an emigrant language. Likewise, attitude, motivation, and social distance are as important here as in natural SLA. In spite of the similarities, the language learning situation is more complex in the case of emigrant languages since the child of the immigrant usually acquires the language of his parents in a situation in which their language group is politically and economically inferior to the dominant language group and, furthermore, where there may be minimal linguistic input from sources outside the family. The linguistic situation which obtains with emigrant languages is suggestive of pidginization. Unlike the process characteristic of natural SLA, in which the language evolves from pidginization through intermediate stages toward eventual conformity with the target language norm, the emigrant language continues to simplify, evolving fairly rapidly in a direction which is away from the native language as spoken by the original immigrants, until its eventual death in the third or fourth generation.

SESSION II: Focus on Creolization and Decreolization as Processes of Language Acquisition

O ALBERT VALDMAN, Indiana University

LEAD PAPER: On the Implicature of Creolization for Second Language Acquisition

Creolization involves the crystallization and subsequent elaboration of an autonomous interlanguage system. It consists of nativization, the crystallization and elaboration of the IL system and vernacularization, its use by a multilingual community of learners for intergroup communication. Creoles originate in speech varieties ranging from primitive jargons to elaborated pidgins. Mülhausler's (1979) model of elaboration as a developmental continuum will be adopted and illustrated with data from French-based pidgins and creoles. Features emphasized will include: regularization, increase in morphological naturalness, redundancy, and increase in referential and non-referential power. Creolization requires social conditions which will induce nativization and foster the use of the emerging nativized system as main means of communication for communities of learners, e.g., abrupt language shift and deculturation. In SLA studies attention must be directed to multilingual situations where rapid language shift is occurring, e.g., the acquisition of French in multilingual settings in Francophone Africa. Creolization results in the elaboration of the most economical system compatible with assimilated TL input. In formal L2 learning, situations must be created in which communicative needs outstrip the integration of TL features with the nativized system and where learners function as a linguistic community. Such attempts will be reviewed and evaluated.

O DEREK BICKERTON, University of Hawaii

DISCUSSANT'S PERSPECTIVE: A Unified Model of Acquisition/Change

Pidginization, creolization, decreolization, L1 and L2 acquisition and linguistic change are simply different aspects of the innate human language faculty. Human beings are born equipped with a series of hypotheses about the nature of human language. These hypotheses, given by the neural structure of the species and the mode of functioning of its organs of cognition, are hierarchically ordered, i.e., there are first-rank hypotheses which any learner will make and hold until they are disconfirmed by experience. If there is relatively little disconfirmation, the result is a creole language. If there is disconfirmation, the result is one or other of the world's 5,000-odd languages. The question is, what happens when a learner has already mastered one or more languages? Final answers to this depend on natural language acquisition research in areas where it is commonplace for a child to have acquired three or more languages before puberty. Arguments between these two viewpoints--that the L2 learner still relies on innate knowledge or that his hypotheses are primarily determined by the nature of his L1--can almost certainly be reconiled: there are clear areas (such as basic word order) where the innate mechanism seems to make no hypotheses and where, in consequence, only the L1 model can be followed, others (such as definite/nondefinite distinctions) where innate hypotheses can override L1 influences. But basically, L1 and L2 learners' positions do not differ--both are correcting pre-existing hypotheses rather than "learning" a language.

O GILLIAN SANKOFF, University of Pennsylvania

DISCUSSANT'S PERSPECTIVE: Processes of Creolization - The Social Context

In a series of papers I have dealt with a number of aspects of grammatical change in Tok Pisin, a creolizing language spoken in Papua New Guinea. These changes include the transition from sentence-initial adverb to tense-marking preverbal auxiliary; the cliticization of subject pronouns, and the evolution of relativization. Aspects of creolization in Tok Pisin studied by other researchers include the evolution of number marking, of complementation, of lexical derivation processes, and of causative constructions. It is possible now to begin evaluating the reasons for and sources of the changes that have occurred. The social bases for grammatical expansion have clearly been: 1) massive increase in the number of second language speakers; 2) the beginnings of a generation of first language speakers; and 3) a great expansion of communicative functions in private and public life (e.g., the percentage of speeches in the House of Assembly, which rose from c.40-50% in Tok Pisin in 1964 to 95% in 1974). Looking at language use in context provides a functional explanation for the development of certain features, while others are more clearly attributable to other influences (substrate, superstrate). I have argued that even changes attributable to the natural realization and extension of language competence must be established in the language through social interaction. This discussion paper will evaluate the relative importance of two levels of social analysis (macro-historical social processes and the dynamics of

face-to-face interaction) in creolization.

O DAN SLOBIN, University of California, Berkeley

DISCUSSANT'S PERSPECTIVE: Relations Between Structure and Function in Child Language, Pidgins, and Creoles

Pidgin languages and early stages of child language reflect a similar set of solutions to functional pressures on a linguistic communication system: 1) semantic transparency is maximized in that surface arrangement of morphemes corresponds closely to underlying structure; 2) sentence processing is facilitated by surface cues to underlying meaning; 3) there is a limited range of devices for carrying out rhetorical functions and for achieving cohesion in discourse. Developmental progressions, both ontogentic and those of depidginization-creolization, are characterized by reduction in semantic transparency and blurring of surface markings, along with expansion in rhetorical and cohesive devices.

O ELIZABETH TRAUGOTT, Stanford University

DISCUSSANT'S PERSPECTIVE: Processes of Creolization from the Perspective of Language Change

Processes of creolization continue to pose important theoretical questions for the theory of language change concerning such constructs as naturalness and genetic relationship. They provide crucial evidence on the relation between language change and language acquisition, demonstrating that language acquisition and restructuring are continuous processes that are restricted, but not brought to a close, at puberty. They confirm findings that phonological change and children's acquisition of segmental phonology have little in common, while syntactic-morphological change are widely matched by acquisitional processes; such differences can be accounted for in terms of differences in maturational development and especially of the functionally different roles of phonology and syntax-morphology in language. They also provide a testing-ground for delimiting what is meant by "the discourse origins" of syntax or morphology, supporting the hypothesis that all grammaticalization ultimately originates in forms with propositional meanings which are selected to specify some previously unexpressed (or no longer unambiguously expressed) discourse meaning. Processes of creolization are not "special cases" of change, but test-cases for the theory of change.

O JOHN SCHUMANN & ANN-MARIE STAUBLE, University of California, Los Angeles

LEAD PAPER: A Discussion of Decreolization and Second Language Acquisition

Bickerton and Washabaugh disagree about the nature of decreolization, but they both agree that decreolization is a variety of second language acquisition (SLA). In support of this point of view, Stauble has demonstrated that the acquisition of English negation by Spanish speakers is motivated by the same processes (replacement and

restructuring) as is the acquisition of acrolect negation in the decreolization of Guyanese Creole.

Bickerton finds Washabaugh's lexical diffusion model unacceptable as an explanation for decreolization. Nevertheless, Washabaugh's claim that high frequency associations in the acrolectal input result in replacement of basilectal forms finds support in SLA research where there is evidence that the order of acquisition of grammatical morphemes correlates highly with the frequency of those morphemes in the input.

Even though there is agreement that decreolization is SLA, there is evidence that depidginization is also a SLA phenomenon. Bickerton and Odo claim that pidginization is SLA with restricted input and imply that as input becomes less restricted second language development occurs through the process of depidginization. The data that exists on depidginization shows that this process, like decreolization, is a product of acculturation and proceeds through replacement and restructuring. Therefore, it may be the case that decreolization and depidginization are the same phenomenon at the process level.

12th ANNUAL STANFORD CHILD LANGUAGE RESEARCH FORUM

by Pat Porter*, School of Education, Stanford University, Stanford, CA 94305

The 12th Annual Stanford Child Language Research Forum was held at Stanford University on March 28-30, 1980. The keynote address, "Convention and Innovation in Acquiring the Lexicon," was delivered by Eve V. Clark (Stanford University and Center for Advanced Study in the Behavioral Sciences, Stanford) on Friday evening. Over the next two days, sixteen papers were presented covering the acquisition of phonology, morphology, syntax, semantics, and pragmatics in various languages. The last afternoon of the conference, three special interest groups met: Second Language Acquisition, Language Disorders, and Acoustic Analysis.

If the 16 individual presentations can be considered typical of research trends in first language acquisition, a brief summary may be of interest. In terms of topic, syntax was the most frequent category. In terms of data collection, only four of the studies were based on elicitation through experimental design, with most of the studies involving longitudinal collection of spontaneous data in interactive situations. Data analysis procedures showed a trend toward the use of a combination of approaches, e.g., phonological, semantic, syntactic, and/or pragmatic. Additionally, over half of the studies used a discourse analysis framework to examine interactional features of language.

While none of the individual presentations dealt specifically with second language acquisition or with first language acquisition in special populations, summaries of some current projects in these fields were available in the booklet "Resumes of Current Research in Child Language."

*With a report on the special interest group on language disorders by Pamela Nau of the Institute of Child Language and Phonology, San Francisco, CA

Summary of Keynote Address

In the keynote address, Eve Clark discussed the principles of conventionality and contrast in the child's learning and inventing of vocabulary. Evidence for the use of conventionality, the principle by which each word has a conventional meaning, comes from the fact that children try to use new words consistently across occasions, and from the numerous requests children make for the names of things. Evidence for their use of contrast, the principle by which the conventional meanings of every two words contrast, comes from children's narrowing of over-extensions at the same level rather than subordinately and from word-learning experiments. Clark added that although these principles are used, they have no predictive power for word coinage by children faced with gaps in their knowledge.

Clark then reviewed the options available in English for forming new words: 1) compounding (e.g., "store-man" for clerk), and 2) derivation, which can be through affixing (e.g., crayoner, undead, angriness, complexification) or through conversion from one form class to another (e.g., a decorate, to babysitter). Because the child is motivated to come up with a single word with a single meaning, these options will be used in coining new words. Clark proposed four principles that guide this innovation and that allow for predictions that match spontaneous and elicited data.

1) Transparency of meaning: The child takes known words and combines them (e.g., "hit-man" rather than "hitter" because the "-er" form is more opaque.

2) Simplicity of surface form: The child avoids a change in form.

These first two principles predict the documented use of compounding and conversion before affixing. Furthermore, the simplicity principle predicts that some affixes (e.g., -ness, un-) would be more productive as they involve no changes in vowels, consonants, or stress as do other affixes (e.g., -ity).

3) Regularization: The child takes a single form (e.g., -er) and applies it across cases.

4) Productivity: The child selects those word forms with highest frequency in adult speech. If there is more than one form with the same meaning, the child assumes there are two meanings and selects the most frequent one (e.g., for agent endings, the child uses "-er" rather than "-ist" or "-ian").

Clark concluded by pointing out that the study of the emergence of form in lexical acquisition can give us insights not only into the emergence of kinds of meaning but also into the principles children rely on and the interaction of these principles. We can then test the universality of these principles across languages and across domains of language acquisition.

Summaries of Papers

The first two papers presented also concerned the topic of acquisition of the lexicon. Frank Keil and John Carroll (Cornell University) reported on two studies on the acquisition of "tall" in which children (ages 2-7) were shown drawings and asked to tell if three objects were different or the same in tallness. The studies showed that children used "tall" correctly for some items but not for others and that errors depended partly on perceptual features of the objects (e.g., children did better on houses than igloos) and partly on conceptual features introduced by manipulating the context (e.g., the same picture would elicit a correct response when called a "mountain" and an incorrect one when labeled a "blanket.") They view their findings as contrary to a semantic feature theory of adjective acquisition. They proposed that children learn meanings in idiosyncratic ways for particular classes of objects and then later abstract distinguishing features.

Richard Schwartz (University of Pittsburgh) and Laurence Leonard (Purdue University) reported on an experiment in which three factors thought to be important in early lexical acquisition were manipulated: 1) the phonological features of the new word relative to the child's phonology; 2) whether the new word was an action or an object; and 3) whether exemplars of the new word were functionally or perceptually similar. In examining the experimental word acquisition of the children after the presentation sessions, Schwartz and Leonard found evidence for the significance of the first two factors. Children learned words that matched their phonologies faster and more readily than those that did not, indicating that lexical acquisition studies must consider phonology. Children learned more words for objects than for actions, although this could have been due to the perceptual salience of the presentation. There were no significant differences in the results for the third factor.

Only one of the papers presented at the forum focused on individual differences in early speech. Elena Lieven (University of Manchester) summarized data from a longitudinal study of three children (ages 1;5 to 1;7 at the outset) and discussed the difficulties of finding adequate methodologies for studying individual differences. She found that at the same MLU, the children had very different structures and used their utterances for different purposes. Furthermore, the type and quantity of input in their mothers' speech differed considerably. Lieven suggested that the strategies children use for forming multiple-word utterances are related to the input they get and that both these factors influence the next stage of their language development.

The importance of socio-cultural factors in accounting for acquisition of certain lexical and grammatical features was emphasized in two papers on children learning Samoan. Martha Platt (University of Southern California) reported on the acquisition of deictic contrasts as carried in two verbs and two particles. Current theories of the importance of inherent semantic complexity were found to be inadequate to explain the acquisition of "aumai" (give) before "sau" (come); what explains the order is the way in which the child is socially constrained from using "sau," in that it is used only from high to low

status or peer to peer, and encouraged to use "aumai" when demanding his/her equal share of goods.

Similarly, the social environment was found by Elinor Ochs (University of Southern California) to be the relevant variable in the acquisition of ergative case marking in Samoan. She contrasted her findings with those of Schieffelin, whose work in a similar language (Kaluli) revealed early acquisition of ergative markers. An analysis of adult speech showed a clear pattern in which ergative was marked very infrequently in the informal language of a mother within the household, more frequently outside the home by women, more frequently yet by men outside the home, and most frequently by men in formal meetings. Ochs suggested that her findings indicate a need for greater attention to register characteristics and social salience in studies of acquisition of morphology, a need to be more sensitive to all social measures when looking at input, and a need to look at social constraints as well as grammatical constraints in establishing language typologies.

Papers presented at the forum dealing with acquisition of syntax used a variety of approaches to analyze orders of acquisition. Ann Eisenberg (University of California, Berkeley) reported on her study of the conjunctions and, but, because, then, and so. Semantic and syntactic analyses confirmed previous findings of order of acquisition for these conjunctions. Looking at these conjunctions in terms of whether they tied together two utterances by the child or whether they tied the child's utterance to that of another speaker revealed that only but was first used as an inter-speaker tie. Overall, discourse analysis provided a means of accounting for the acquisition of conjunctions in terms of Slobin's rule of the use of old forms for new meanings and new discourse functions.

Barbara Lust, Suzanne Flynn, Yu-Chin Chien, and Terri Clifford (Cornell University) reviewed data on acquisition of coordination in English and cross-linguistic data from English, Japanese, and Arabic. They found the data supported their notion that semantic and pragmatic models alone are not sufficient to account for acquisition of coordination. They proposed that directionality constraints on redundancy reduction are best accounted for by a grammatical model and that syntactic, pragmatic, and processing strategies all play independent roles in the acquisition of coordination.

In examining the acquisition of the complex noun class system of Zulu, Susan M. Suzman (University of the Witwatersrand) found that it is necessary to posit phonological, morphological, and semantic reasons for the order of acquisition. The two children she studied were able to perceive the internal structure of nouns as prefix + stem by the age of two. They first learned prefixes as gender markers and then as number markers.

David Ianucci and David Dodd (University of Utah) reported on an experimental study testing comprehension of five types of quantifier negation. Their subjects ranged from age five to adult. They found that the easiest sentence types were those containing some and none, probably due to the lexical encoding in the items. The not all

structure was more difficult, probably because of syntactical juxtaposition. Most difficult were the two interpretations of all...+ negative verb, where the interpretation depends on intonation. The oldest children (age 12) matched adult performance on all but the type in which all...+ negative verb means "some are... and some aren't." The researchers interpreted their findings as consistent with Slobin's principle of treating surface structure as a reliable indicator of meaning.

In a longitudinal study of seven children, Susan Merkin, Janet Wooten, and Lois Bloom (Columbia University) examined the acquisition of WH-questions from the perspective of both linguistic and pragmatic factors. Their results showed the same developmental sequence as earlier studies have found. In looking at the use of different verb classes with WH-questions, they found that the syntactic function of the WH-questions interacted with verbs of different semantic complexity. For example, the earliest learned WH-question words, what, where, and who, which are simpler syntactically than the others in that they act as pronominals for major constituents, were used mainly with the copula or the pro-verbs do, go and happen, rather than with descriptive verbs. Discourse analysis showed that linguistic (structural) contingency increased over time and was especially characteristic of why questions.

Only one presentation dealt specifically with phonology. Karen Landahl (Brown University) reported on a study that tested two conflicting theories of sentence intonation: the breath-group theory (Lieberman) claims a universality for the terminal fall and allows variation across languages in the nonterminal fundamental frequency contour; the declination theory (Maeda) claims universality for a gradual linear fall in fundamental frequency from the start of the utterance to the end. An analysis of three children's one-, two-, and three-word utterances, which allowed for inter- and intra-speaker variations, supported the breath-group theory of intonation.

Two papers dealt with the child's acquisition of pragmatics. Using a discourse analysis framework, Sharon R. Veach (Stanford University) studied the opening sequences of some 700 telephone conversations initiated by children ages 2 to 12. In an examination of discourse management, she found that the younger children were less proficient in their timing, with noticeable pauses of over 1.5 seconds between speaker turns, but that there was very little violation of the rule that answerer speaks first. Greeting routines varied according to age and according to sex by age 11. Child and adult routines were distinguished by differences in self-identification and pre-topic openers.

Another paper on acquisition of pragmatics was a study of Swiss German children's narratives, reported by Otto Stern (University of California, Berkeley). Stern looked at the use of function words described as modal particles that are used in face-to-face conversation to evaluate discourse elements. The kindergarten children he studied used these particles inappropriately, especially the particle ebe, in their narratives, which were recountings of experiences in a school setting. As a result, adults frequently misunderstood the message or

did not get the point. Stern's findings corroborate studies of children's narratives in English.

Two papers concerned the use of gestures. Thomas Pechmann and Werner Deutsch (Max-Planck-Gesellschaft Projektgruppe Psycholinguistik, Nijmegen, Holland) studied the use of pointing and verbal behavior of children ages 3 to 6 in referential communication tasks. They found that while the younger children pointed more often, all the children were sensitive to the limitations of pointing; moreover, appropriate pointing systematically affected the form of their verbal descriptions. When required to describe unfamiliar objects, most of the children pointed and did not attempt verbal descriptions. The researchers suggested that pointing is a frequent and appropriate means for identifying referents after language is well-developed and should not be discounted in assessing children's communicative abilities.

Elise Frank Masur (Northern Illinois University) reported on a study of the acquisition of communicative gestures in four children, ages 9 to 18 months. She found that the first gestures acquired were waving and extending objects, both of which allow the gaze and gesture to be directed at the mother. Gestures acquired later were pointing and open-handed reaching, which require alternation of gaze between the object and the mother, and thus can be considered more complex. Acquisition of gestures was found to be interactive with the mothers' responses and with the children's use of words.

The final paper also dealt with the interaction between child and parent and was presented by Judith F. Levinson (Teachers College, Columbia University). She examined adjacent utterance pairs in the child-parent conversations of three children around two years of age. She found a close syntactic and semantic correspondence between child utterances and the following parent utterances. Such matches, she suggested, should be evaluated as the parent's speech following the child's lead, rather than the reverse as has traditionally been the case.

Summaries of Special Interest Groups

At the Second Language Acquisition group session, Sabrina Peck and Judy Wagner-Gough (University of California, Los Angeles) presented second language data to the group for analysis. The data consisted of a transcript and an audio tape of a ten-minute segment of a conversation in English between two children (Angel, age 7;8, a native speaker of Spanish, and Joe, his native English-speaking classmate) recorded in Angel's home. The participants divided into three groups to analyze the data according to a framework proposed by Peck and Wagner-Gough.

One group examined the acquisition of morphemes by Angel. They pointed out that the obviously missing features were AUX and COPULA, but that in such a short time and with such a limited amount of data, it would be impossible to make further conclusions. Another group looked at topics in the conversation. They reported on the difficulty of explicitly pinpointing topic shifts and on the close relation

between topic shifts and two social factors: a vying for control between the boys and Angel's role as host. The play activity setting, here an ongoing chess game, provided additional topic constraints. The third group examined the data from a discourse perspective. Although time did not allow for a discussion of two suggested features, conversational breakdowns and the meaning and function of volume shifts, the group did look at overlapping speech and lexical cohesion. They found much overlapping speech and hypothesized that it was partly due to the competition between the boys and, in Angel's case, also due to a lack of attention to his interlocutor because of his interest in developing his own strategies for the game. Lexical cohesion was also a prevalent feature of the discourse and instances of word and phrase repetition in successive utterances were found to be about equal from one boy to the other.

In the Acoustic Analysis session, Phillip Lieberman, Cathy Kubaska, and Karen Landahl (Brown University) led a discussion on the use of sound spectrographs and computers in data collection and analysis. The session addressed the issues of: vowel production; stop consonants; phonetic cues for segmenting speech into sentences, fundamental frequency, and word duration; some of the effects of context on the adult's perception of the phonetic content of the child's utterances.

In the Language Disorders session, Cathy Lord (Institute of Child Development, University of Minnesota) began the session by briefly describing characteristics which distinguished the language abilities and some social skills of two very distinct groups of children: autistic (representing the "deviant" category) and mentally retarded (representing the "delayed" category). Five language samples were distributed for analysis. The session participants divided into sub-groups of five tc six people and these groups then discussed three of the five speech samples. Lord provided the groups with the following guidelines for discussion: 1) What is normal? 2) What is abnormal? 3) What label/diagnosis would you give this child? 4) What would be a possible modality for treatment? The participants reconvened and all five children were discussed by all.

For Further Information

Summaries of the papers presented at the 1980 forum appear in Language and Language Behavior Abstracts, 1980, entries S00525-S00541. To get this LLBA supplement and the booklet "Resumes of Current Research in Child Language," send a check for $2.00, made payable to "CLRF," to the attention of CLRF at the Stanford address listed below. Selected papers from the Forum, including Eve Clark's keynote address, will be published in Volume 19 of the Stanford Papers and Reports in Child Language Development (to appear in Fall, 1980). Copies will be available at $5.00 each, PRE-PAID. Checks payable to "Stanford University-PRCLD" may be sent to the attention of PRCLD at this address: Linguistics Department, Stanford University, Stanford, CA 94305 U.S.A. The exact dates for the 1981 forum have not yet been set, according to Debbie Salgo and Patricia Hayflich, coordinators of this year's forum.

BLS VI by Judy Winn-Bell Olsen, Alemany Community College, San Francisco, CA

The Sixth Annual Meeting of the Berkeley Linguistics Society was held February 16-18 at UC Berkeley. The 39 papers spanned a wide range of topics in syntax, pragmatics, and sociolinguistic concerns in English, Asian, Indian, and American Indian languages, Burmese, Balinese, Turkish, Russian, French and Greenlandic.

Of particular interest to SLANT readers were: "Manifestations of Twinship in Toddler Language," by Patricia Maxwell Malmstrom of the Twin Study Center, "Hoopa Children's Storytelling" by Ruth Bennett of Humboldt, and "The Importance of Conversational Discourse Strategies in the Acquisition of Literacy," by Jim Collins and Sara Michaels of UC Berkeley.

The volume of collected papers from this meeting is dedicated to Murray Emeneau, UCB Emeritus Professor of Sanskrit and Linguistics. It will be available in June from the BLS, Dept. of Linguistics, University of California, Berkeley, CA 94720, for $7.00 plus $1.20 postage (and tax for California residents).

TESOL '80

This year's TESOL Convention, held March 4-9, 1980 in San Francisco, was "bigger and better than ever." As the size of the convention continues to grow, it becomes increasingly difficult to compile a comprehensive report of convention presentations. The reports included here were submitted to SLANT in response to an invitation extended to organizers of pre-conference sessions relevant to second language researchers. The Editors would like to thank the presenters who responded promptly to meet the publication deadline.

3rd Annual Colloquium on Classroom-Centered Research by Stephen J. Gaies, University of Northern Iowa

The 3rd Annual Colloquium on Classroom-Centered Research met on March 4, 1980, in conjunction with the Fourteenth Annual TESOL Convention. As in its previous meetings, the Colloquium, which was organized by Stephen J. Gaies (Department of English Language and Literature, University of Northern Iowa, Cedar Falls, IA 50613) and Richard L. Allwright (Department of Linguistics and Modern English Language, School of English, University of Lancaster, Lancaster, LA1 4YT England), attempted to provide a forum for interaction among researchers whose work describes and analyzes the language teaching/learning act, with particular emphasis on work based on data derived wholly or substantially from the observation and measurement of actual classroom activity and performance. Ten reports of work in progress or research recently completed were made (abstracts having been circulated among colloquium participants in advance of the meeting).

The six hours of meetings were organized around four major topical areas: Research in Teacher Behavior, Research in Teacher-Learner Interaction, Research in Learner Behavior, and Approaches and Issues in Classroom-Centered Research. Below are summarized the presentations which

were made, along with general questions and issues raised by colloquium participants or members of the audience in subsequent discussion and, for the final topic, a summary discussion (the mailing address is included after the first citation of a participant).

I. Research in Teacher Behavior

In studies of language teacher behavior, perhaps no issue has received as much attention in recent years as the corrective feedback teachers provide in dealing with learner errors. The four presentations with an emphasis on teacher classroom behavior all reflected this interest. Collectively, they also raised a recurrent concern in classroom-centered research: the role of experimental research in the study of the classroom.

In "The Treatment of Pronunciation Errors: A Communicative Approach," Michael Massey (Simon Fraser University, Burnaby, British Columbia V5A 1S6, Canada) investigated the efficacy of corrective feedback provided to relatively advanced learners in the context of free conversation with their instructors. A total of eight students working on a one-to-one basis with one of three teachers was used in the study. In all but one instance (in which instruction took place five hours a day, twenty-five hours a week), pronunciation training was limited to two hours a week over periods ranging from six weeks to four months. Based on judgments of an outside evaluator who compared two tapes for each student--one a diagnostic tape made at the beginning of the learning program and one which in the judgment of the learner and the teacher represented the learner's attainment of the pronunciation objectives--it was concluded that in all cases (and for virtually all target sounds) pronunciation had improved.

Though the results of Massey's study may have interesting implications, it is clear that the design chosen precludes the possibility of generalizing about the relative efficacy of correction in communicative and non-communicative contexts. The study reported on by Robert Courchene (Center for Second Language Learning, University of Ottawa, 600 King Edward Avenue, Ottawa, Ontario K1N 6N5, Canada) demonstrates the methodological problems involved in attempting to isolate relationships between variables. In "The Treatment of Error in the Second Language Classroom" (co-authored with Michael Massey), the attempt was made to describe the corrective feedback provided by teachers and to determine whether the corrective feedback provided by a teacher was in any way related to that teacher's "theoretical orientation" toward errors in language learning. Thus, the work had both descriptive and correlational components. A total of nine experienced teachers working with classes of different levels of proficiency participated in the study. Each of the subjects was videotaped during regular classroom activity for a total of ten minutes. No attempt was made to control the actual classroom activity which was taped. The videotapes were transcribed and analyzed with Fanselow's (1977a) FOCUS (Foci for the Observation of Communications Used in Settings), a widely-used system for the coding of characteristics of communicative behavior in the language classroom.

The authors claimed, on the basis of their analysis, that the

pedagogical focus of a lesson was the primary determinant of the kind of corrective feedback teachers provide. No outstanding differences in error treatment related to learners' level of proficiency were observed; furthermore, although in many contexts error correction "appeared to be erratic," all teachers reacted consistently to errors which blocked communiciation--i.e., to those errors which Burt (1975) has labeled "global errors."

The inconclusiveness of much of the data obtained was attributed by the authors themselves to weaknesses in the design of the study. Chief among these were the inadequacy of the instrument developed to investigate the subjects' attitudes about error correction and the failure to control presumably critical variables such as student type and teaching context. They concluded that a more tightly controlled study (insofar as the control of teaching context is concerned, perhaps something on the order of Fanselow's (1977b) design might have led to more productive findings.

In his presentation "Accuracy vs. Fluency in the English Language Classroom," Kenton Sutherland (558-7th Avenue, Menlo Park, CA 94025) proposed that the effect of corrective feedback on the development of communicative ability be studied in the context of an experimental design. Two matched groups of learners would be exposed to differential treatment--one group receiving "heavy, detailed corrective feedback," the other receiving "very little such feedback." Sutherland hypothesized that such an experiment would demonstrate that second language teachers' emphasis on accuracy at all stages in language learning is counterproductive to the development of fluency. Such results would support the argument for an alternative to accuracy as the criterion of successful learning, a standard that derives much of its strength from the fact that linguistic accuracy has been easier to measure than communicative ability (Howatt, 1974).

The methodological difficulties involved in the research design to be used in Sutherland's study have been widely recognized in recent years (Long, 1979). Chief among these are the development of valid pre- and post-treatment measures (a difficulty of considerable magnitude, as Sutherland himself recognized, in the study of oral fluency) and the control of what actually takes place in the classroom during the experimental period. Indeed, part (although, it should be stressed, only part) of the recent trend away from the process-product paradigm for classroom investigation can be attributed to the enormous methodological difficulties involved in conducting solid experimental research in classroom learning.

This same trend has resulted in a proliferation of descriptive studies of classroom activity. One of the advantages of such research is that by not having to attempt to control so many variables, research can be readily conducted with learning settings already in progress. The study being conducted by Else Hamayan (Bilingual Education Service Center, 500 South Dwyer Avenue, Arlington Heights, IL 60005) is representative of this trend. "Teachers' Reactions to Students' Language Errors: A Preliminary Report" investigated the ways in which two ESL teachers reacted to the linguistic errors of their students. Reactions were categorized into three types: 1) ignoring the error, 2) correcting the error implicitly (i.e., without referring to it), and 3) correcting the error explicitly. Differences in corrective feedback were noted for errors in phonology, syntax, and lexis. Among the findings of the study was the observation that while syntactic errors were largely ignored, phono-

logical errors were in the vast majority of cases explicitly corrected. This pattern held for both the subject teaching students of intermediate proficiency and the one teaching more advanced learners.

II. Research in Teacher-Learner Interaction

The investigation of teacher-learner interaction in the classroom has been the central focus of classroom-centered research in recent years. Many who are otherwise unfamiliar with classroom-centered research have often heard of one or another of the various systems of interaction analysis used in recent educational research. Certainly the most widely utilized of these systems is the one developed by Flanders (1970), but his is by no means the only one. Indeed, the dangers inherent in the proliferation of analytical systems and procedures in recent years have been pointed out on more than one occasion (Rosenshine and Furst, 1973; Delamont, 1976); nevertheless, the feeling remains strong that in testing a variety of analytical approaches, the research community affords itself the opportunity of identifying and characterizing important phenomena and variables in (language) learning. That such is the case is demonstrated by "Verbal Behaviour in the Classroom: Using and Mentioning Language," by Roger Bowers (English Language Consultancies Department, The British Council, 10 Spring Gardens, London SW1A 2 BN, England). Bowers described a seven-category transcript-based system of analysis for classroom discourse which has been applied in formal whole-class settings. This system, which includes for each of the basic categories a set of sub-categories, also allows for the schematic display of classroom discourse in flowchart form.

Bowers' presentation focused on the distinction between language "use" and language "mention" (Lyons, 1977) as it operates in language classrooms and as it is related to code-switching between the native and target languages. Among his findings is the indication that language "use" is largely restricted to "organising" activities in the classroom. By contrast, the overwhelming percentage of questions posed by teachers and learners are "testing" (i.e., concerned with language "mention") rather than "real" (having genuine communicative urgency). One of the author's conclusions is that "such lack of purpose, along with distinctive classroom norms of interaction...casts doubt upon the extent to which formal classroom settings can accommodate the authenticity of language which is sought in the 'communicative approach'."

In "Strategies and Effects of Learner Feedback in Communication Tasks: A Pilot Study," Stephen J. Gaies investigated the ways in which learners in ESL dyads and triads interacted with their teachers during the performance of two tasks in referential communication. In these problem-solving activities, the teachers were required to describe verbally, without recourse to gesture, a series of six different graphic designs in such a way that the learner(s), who had all six designs reproduced on an answer sheet, could number the designs in the order in which they were described. Learner feedback, which was explicitly encouraged by the teachers, was classified according to the four-category system of classroom discourse analysis develped by Bellack et.al. (1966); subcategories and other modifications were developed by Gaies for a more highly differentiated classification of learner

feedback. The effect of learner feedback was investigated through a six-category system of classification for teachers' post-feedback verbal behavior.

Analysis of the data indicated considerable variation in the amount and kind of feedback individual learners provided. A number of variables were hypothesized to account for this variation, among them learner style, manner of presentation by teachers, reliance on nonverbal signals, and relative difficulty of the tasks for learners. No evidence was found that would link any particular kind of learner feedback with a specific post-feedback teacher move.

III. Research in Learner Behavior

In "A Method for Evaluating ESL Performance" (co-authored with Lise Winer), Bruce Barkman (TESL Centre H-407, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada) reported partial findings of a longitudinal study (Lightbown and Barkman, 1978) of English language development by French-speaking students from Quebec in grades 6-11. The results reported on involved both the global improvement of twenty-seven French-Canadian grade 10 learners and the development in these same learners of the Be + V-ing construction and the noun phrase.

The primary focus of Barkman's presentation, however, was the method of analysis employed. Barkman contended that the study involved procedures which were relatively simple to apply, adequate for the data collected, and replicable by other researchers. Data was collected from recorded classroom sessions, a picture card description task (administered twice with an interval of one year), the CELT (Comprehensive English Language Test), a grammaticality judgment test, and other measures. An additional and, in Barkman's view, important feature of the evaluation process was the use of normative data obtained from a comparable group of native speakers of English.

Perhaps the most significant feature of the study, however, is the fact that the analysis of ESL performance was based on "contextual, grammatical, lexical, and collocational criteria." Such an analysis, which allows for the comparison of learners' incorrect utterances with their correct ones, is widely assumed to provide a more complete view of knowledge of a second language than the study of errors alone.

Learner behavior in the classroom was treated from a very different perspective in "First and Second Language Acquisition: The Question of Developmental Strategies," by Herbert W. Seliger (Department of Linguistics, Queens College, Flushing, NY 11367). In this position paper, the author argued against the assumption that similar outputs in first and second language acquisition necessarily imply similar acquisition processes. Such a position has been taken in the past, notably as a basic premise of a number of studies of the order of acquisition of grammatical morphemes. Seliger sought to establish a "terminological beachhead" by distinguishing "strategies," which would designate the "universal, unchanging characteristics of all human learning" from "tactics," which are procedues used in response to the specific conditions under which (language) learning takes place. Tactics, then, would vary according to (among other things) individual learner style, aptitudinal and affective factors, and the learning setting. In contrast to "strategies, which are universal and probably innate, tactics can often be externally induced." Thus, the task of

classroom language learning research is to aid in identifying factors affecting learning and to determine tactics that maximize learners' chances for success: "by aiding the learner in developing successful intermediate tactics, temporary obstacles may be overcome and permanent biological ones at least counterbalanced."

According to the distinction drawn by Seliger, avoidance behavior (and concomitant language transfer, paraphrase, and circumlocution tactics), overt learning of grammar, "easification strategies," and other language behavior adopted for communicative purposes can all be seen as tactical responses made by particular learners to the particular dimensions of a language learning/acqusition setting. To the extent that these tactics are consciously and purposefully pursued, there are benefits to be derived from investigating how language learners themselves experience the learning process. That is precisely the aim of a number of recent diary studies, which collectively represent an interesting (and to some researchers a problematic) trend in classroom-centered research.

IV. Approaches and Issues in Classroom-Centered Research

Two studies reflecting this recent interest in introspective analysis of the language learning/teaching process were summarized. "Competitiveness and Anxiety in Second Language Learning: Looking at and through the Diary Studies," by Kathleen M. Bailey (Program in Applied Linguistics, English Department - ESL Section, Rolfe Hall, University of California, Los Angeles, CA 90024), is the product of a language learning diary kept by its author. In her presentation, Bailey described the diary-keeping process and argued that the data obtained could provide insight into affective variables in language learning that have resisted more traditional methods of investigation. Bailey's analysis of her own experiences as a language learner, along with those reported in ten other introspective journals kept by language learners, led to the formulation of a list of seven sources of competitiveness which can be revealed through language learner diaries. A cyclic relationship between competitiveness and anxiety in the classroom was "cautiously" advanced.

In "The Intensive Journal as a Tool to Identify and Illustrate ESL Teacher/Teaching Variables in the Classroom" (co-authored with Abugrara Suesi), Mary Ann Telatnik (P.O. Box 984, Fort Collins, CO 80522) argued that an intensive journal kept by a teacher could serve not only as a self-evaluative tool for increasing teacher awareness, but also as a source of data to clarify issues in classroom-centered research. Telatnik's examination of her journal suggested to her the possible existence of a relationship between the following pairs of variables: 1) student responsibility and student participation and interaction, 2) peer-correction and student participation, and 3) student responsibility and the quality of teacher corrective feedback.

Both Bailey and Telatnik viewed journal studies as a complement to other research approaches. This was one of the points stessed by Michael Long (Program in Applied Linguistics, English Department - ESL Section, Rolfe Hall, University of California, Los Angeles, CA 90024) in his discussion following the last two presentations. Long pointed out that debate concerning the generalizability of data from intensive

journal studies (and the reliability of such data, particularly when the data is organized on a post hoc basis) has obscured the essentially compatible relationship which can, and indeed ought to exist between descriptive studies and experimental research. As he has elsewhere (Long, 1979). Long argued that while it is a serious error to assume that descriptive and/or correlational research can substitute for experimental research, it would be equally wrong to deny the potential of "anthropological research" to inform experimental work. Many view this role as one of "hypothesis generation": i.e., the identification of potential variables in language learning that it might prove fruitful to explore under the kind of controlled conditions which would yield generalizable findings.

As a footnote to this report, it should be added that plans are underway for the 4th Annual Colloquium on Classroom-Centered Research. Further information can be obtained from Stephen J. Gaies or Richard L. Allwright.

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Graduate Student Research Colloquium

by Joyce Freundlich, Rutgers University, New Brunswick, New Jersey

The 1980 TESOL Graduate Student Research Colloquium was chaired by Joyce Freundlich of Livingston College, Rutgers University and Irene Koppel, Bernardsville High School, NJ. This colloquium gave graduate students the opportunity to discuss their research in progress with fellow graduate students and prominent researchers.

Five discussion groups consisting of two faculty reactors and two student participants were formed around the following topics:

1) Testing and Error Analysis

Participants: Alfred Stover (University of Arizona)
Mark Smith (Cornell University)

Reactors: Harvey Gradman (Indiana University)
Harvey Nadler (New York University)

2) Factors in Comprehension

Participants: Louise Renault (Indiana University)
Susan Kulick (New York University)

Reactors: Irene Koppel (Bernardsville High School)
Joyce Freundlich (Rutgers University)

3) Cultural Perceptions and Language Acquisition

Participants: Gary Johnston (University of Arizona)
Richard Robyn (Ohio University)

Reactors: Frank Pialorsi (University of Arizona)
Kenneth Croft (San Francisco State University)

4) Discourse Analysis

Participants: Shaun McNally (University of Pittsburgh)
Silvia Ines Chelala (New York University)

Reactors: Robert Kaplan (University of Southern California)
Ramon Santiago (BESL Center - Lancaster, Lebanon, PA)

5) Acquisition of Syntax

Participants: Mark Patkowski (New York University)
Suzanne Flynn (Cornell University)

Reactors: Diane Larsen-Freeman (School of International Training, VT)
Evelyn Hatch (University of California, Los Angeles

O ALFRED STOVER (Center for English as a Second Language, University of Arizona)

Variables in Predicting TOEFL and GPA

Student data from the Fall 1978 program of the Center for English as a Second Language at the University of Arizona were analyzed using analysis of variance, multiple regression procedures, and factor analysis in order to investigate the variables that significantly predict TOEFL score and GPA. The CELT, used as a predictor variable, and its relationship to TOEFL and GPA and course grades was also investigated. Additionally, level changes were investigated in an effort to determine whether those students who change levels during a session do significantly better on TOEFL, GPA, and course grades than those who do not change levels. Level, language group, sex, native country, and status as new or returning student were variables taken into consideration in the above analysis.

Results show that total TOEFL score is significantly predicted by level, language group, CELT total score, GPA, the Speaking and Understanding course grade (one of the five courses in the program), and status as new or returning student. Predictors for each subtest were also identified. Native language and new or returning status were the significant predictors of GPA.

It was also found that the correlations between the CELT total score, CELT subtests, TOEFL total score, and TOEFL subtests were significant at the .001 level, which tends to support the global proficiency hypothesis. Course grades and GPA correlated significantly with total TOEFL score and each TOEFL subtest.

Concerning students who change levels, it was found that changing students performed significantly better than the non-changers in the Language and Culture course and in overall GPA. However, in four of the five courses, and in all TOEFL measures, the difference between the two groups was non-significant.

Finally, the results of factor analysis show two factors after varimax rotation. One factor can be termed "language proficiency" while the other can be called "grading and evaluation." The former seems to be directly related to linguistic ability, while the latter, as expected, is most probably related to extra-linguistic considerations in addition to a certain amount of language ability.

Implications of the data analyses carried out extend to placement, promotion, classroom activities, testing, grading procedures, student orientation, methodology, approach, and curriculum design.

O MARK A. SMITH (Cornell University)

On the acquisition of "Must" and "Have (Got) to" by German Speakers

This presentation reports on an error analysis (EA) of native German speakers' learning of English must and have (got) to as expressions

of obligation and relativized logical necessity (inference). Objectives of the study include: 1) the completion of an EA which overcomes many of the pitfalls of earlier research, e.g., decontextualization of errors and failure to consider avoidance and the distinction between actual and potential errors (see Schachter and Celce-Murcia 1977); 2) the development of an adequate grammatical model of the forms (including their contrastive relationship to German müssen "must" "have (got) to" in order to have a valid base for classification and correction of errors, as well as a linguistic explanation thereof; 3) a description of the "interlanguage" (Selinker 1972) rules of third, fifth, and seventh-year EFL students in West Berlin; and 4) an attempt to delineate the cause of these errors and to make recommendations for their elimination. Procedures involved in the acquisition portion of the study have included a six-week project at the Schadow-Oberschule (a jr./sr. high school) in Berlin in 1979, at which time errors were elicited from informants by means of 1) taped interviews which included both free conversation and the usage of controlled contexts, and 2) written translation tests. At this time most of the data have been analyzed, errors have been classified, and a first draft of the thesis is being completed.

O LOUISE RENAULT (Reading Department, Indiana University)

Oral Reading Miscues of Mixed Text and English Text and Propositional Analysis of Written Retellings

This research will examine selected miscues of community college Spanish-speaking ESL students reading a mixed text of English and Spanish and reading an English text. It will also examine their written retellings using some form of propositional analysis.

By using miscue analysis techniques and examining the retelling, information is gained into the reading process of these second language readers. The miscue analysis of mixed text reading and the retelling using cross-language strategies give insight into the reader's flexibility to operate between the two systems. This flexibility adds support to the theoretical assumptions:

1) The reading process is universal and the same reading process is operative in reading a second language as is operative in the first language.
2) Learning to read in a second language is not acquiring a new process but acquiring alternate surface structures for a process that the reader has already acquired.
3) Reading is an interactive process between reader and text.
4) Reading is semantically based and the reader can go from print to meaning without translation.

At the present time the data are collected. The mixed text oral readings have been marked and coded.

The subjects for this research were Mexican students who had been in this country between one and two years and were in an ESL program at a community college 20 miles from the Mexican border. They range in age from 18 to 30.

O SUSAN KULICK (New York University)

Does Non-Standard Dialect Dominance Make a Difference? A Study of the Receptive Syntactic Competence of Non-standard Speakers in Understanding the Standard

The objectives of this study are: 1) to determine to what extent aspects of the syntax of a particular non-standard language are imposing blocks on the receptive competencies of parallel standard English structures; 2) to try to further specify where difference in dialect becomes difference in language by determining whether standard English parallels of non-standard syntax are understood.

A preliminary corpus of non-standard utterances was separated into areas of syntactic rule difference from the standard; this preliminary list was then used to structure elicitation of further examples. Certain non-standard syntactic structures which, by their cognitive or syntactic importance might prove to be blocks to competence, were then selected.

Parallel standard structures were then devised. Then, using a variety of testing techniques, an oral syntactic competency test of these parallel standard structures was developed. As many question types as possible were used to test each structure; the test was orally administered in two parallel forms. Six students, two of whom were of high bidialectal competence, two of whom were of middle-range competence, and two of whom were mainly non-standard dominant, were chosen to be tested. A tape recorder was used to record their answers.

The researcher has collected the data, written and administered the tests, transcribed the tapes, charted the results, and is now in the process of drawing conclusions from the data.

O GARY JOHNSTON (Center for English as a Second Language, University of Arizona)

The Cultural Perceptions of Selected Foreign Student Groups at Three Stages of Contact

The last decade has seen a tremendous increase in the number of foreign students attending American universities. There are many examples from the literature of cross-cultural issues which are of interest to the EFL/ESL teacher and the foreign student advisor: cultural problems perceived by foreign students and their foreign student advisors (Von Dorpowski, 1977); the effects of cultural and situational variables on the adaptation of foreign students (Khalidi, 1972) to name only two. No study, however, has attempted to compare the perceptions of the target culture and of the native culture of different groups and how these perceptions change over time.

The present study attempts to compare three different foreign student groups at the University of Arizona (Mexican, Japanese, and Saudi) at three different stages of contact: Profile A (less than six months in the U.S.); Profile B (between six and eighteen months in the U.S.); Profile C (more than two years in the U.S.). To accomplish this the study uses two instruments and a demographic questionnaire in constructing a national profile for each group. Instrument I is the "Rokeach Scale of Attitudes" (Milton Rokeach, The Open and Closed Mind) and Instrument II is the "Cultural Literacy Inventory" (CLI) which was developed at the University of Arizona. Based on the ten primary message systems of Hall's "Map of Culture" (E.T. Hall, The Silent Language) the CLI attempts to identify the areas of cultural perception for both native and target (U.S.) cultures. So that language problems may be kept at a minimum, both Instrument I and Instrument II have been translated into Spanish, Japanese, and Arabic.

In identifying and comparing the areas of cultural perception of the three national groups, the study hopes to provide som understanding of how this perception changes with the amount of exposure to the target culture. This has implications for foreign students in this country, for those contemplating study in the U.S., for foreign student advisors, and for those involved in orientation programs both here and abroad.

At present Profile A of the Japanese group has been completed. Profiles of the Mexican and the Saudi groups and Profiles B and C of the Japanese group are in progress.

RICHARD ROBYN (Linguistics Department, Ohio University)

Correlating Social Distance and Rate of Second Language Acquisition

From the theories of John Schumann, a number of social factors have been proposed which could adversely affect the ESL learning situation. These factors include the relative dominance or subordination of the native culture and the target culture with regard to technology, culture, economics and politics; the degree of enclosure of the language learners; the cohesiveness of the group; integrative pattern; the attidude of the learners toward the target culture; the length of residence in the new culture.

The research proposal will include several parts. First, an experimental group will be chosen from international students in an advanced class from the Ohio Program of Intensive English. The subjects will be divided according to cultural background and language level. The language level will be determined from Michigan test scores and a battery of verbal tests. The Professed Distance Attitudinal Questionnaire developed by William Acton will be administered to the experimental group. Then the researcher will make a subjective assessment of the cultures represented to determine tendencies toward social distance and proximity vis-à-vis American culture. Following a period of approximately eight weeks of language instruction, the students will be retested linguistically and given the Professed Distance Attitudinal Questionnaire again.

According to the theory of social distance, students who display greater distance from American culture will acquire English at a significantly slower rate than those who are less distant.

Preliminary theoretical work has been done in evaluating the concepts of social and psychological distance. Actual survey work will begin when questionnaires are completed. The researcher would welcome suggestions from professionals as to proposed testing procedures, criteria for evaluation of factors in social distance, other factors that could be considered or ignored, and method of analysis of data.

O SHAUN McNALLY (English Language Institute, University of Pittsburgh)

An Examination of the Basis of Kaplan's Hypothesis Concerning Cross-cultural Differences as Reflected in Paragraph Structure and a Preliminary Application to French Academic Writing Samples

Robert B. Kaplan's hypothesis that different logical sequences or thought patterns and their rhetorical expression may be the cause of interference in EFL writing samples has potential implications for EFL instructors. Before testing this hypothesis, however, it is necessary to clarify the nature and scope of the phenomenon. The present study proposes an examination of the model in terms of: 1) the locus of transmission (along cultural or linguistic lines); 2) the units compared (cultural groups, languages, language branches or families); 3) the descriptive framework from which to identify and explain instances of interference as exhibited in EFL writing; and 4) Kaplan's use of supporting evidence. Clarifications and suggestions are proposed in order to define the parameters of the phenomenon more precisely. Consideration three above is currently being studied in order to analyze samples of French scholarly writing as can be found in linguistic journals. An attempt will be made to identify thought sequences and the rhetorical techniques by which they are expressed. The categories being used for the analysis are those of Kaplan and Konecni along with those that this author found necessary to describe paragraph development in French. It is hoped that the research will contribute to a preliminary analysis of discourse as seen in French paragraph structure, and, more importantly, to insights as to what categories might be used for the description of other languages. Only when thorough descriptions of rhetoric and logical sequences in two languages are available can a contrastive discourse analysis approach to EFL writing problems, such as that suggested by Kaplan, be meaningfully applied.

O SILVIA INES CHELALA (New York University)

The Composing Process of Two Adult ESL Learners and The Coherence of Their Expository Texts When Writing in English and Spanish

The purposes of this study are 1) to investigate how native speakers of Spanish compose expository texts in both English and Spanish; 2) to study the coherence of the texts in both languages; and 3) to identify those decisions or strategies which are related to the coherence or absence of coherence in the written texts.

The composing process was studied through the composing aloud method (Emig, 1971). The sessions were audio-taped and categorized according to Perl (1978). The written products will be divided into functional units of discourse (Lieber, 1979) and further subdivided into theme-rheme units. By charting the relationship between and among theme-rheme units on a graph, it will be possible to observe the flow of information in the text (Scinto, 1977). Functional roles (Lieber, 1979) for each functional unit will be considered as another tool for the study of the organization and development of ideas in the written texts. The unique aspects of this study are: 1) the extension of the study of the composing process to native speakers of Spanish; 2) the graphing of information of texts written by ESL speakers; and 3) the identification of the strategies in composing which either help or hinder the achievement of coherence.

The researcher has already completed a pilot study, selected the subjects and gathered the data. She is in the process of analyzing the data.

O MARK S. PATKOWSKI (Bilingual Education, New York University)

The Sensitive Period for the Acquisition of Syntax in a Second Language

The hypothesis tested was that full, native-like acquisition of syntax in a second language (English) can be achieved only if learning begins before the close of puberty (taken as age 15 years).

Sixty-seven immigrants who had come to America at various ages and who had resided in this country for various periods of time were tested for syntactic proficiency in English and were also administered a questionnaire to gather information concerning linguistic, educational and professional variables. Most subjects were highly educated and either held professional positions or were continuing their education. Control subjects were fifteen native Americans with a similar range of age, education and professional background.

Syntactic proficiency was measured by means of: 1) a direct oral interview which was transcribed in writing and submitted to two trained raters for assessment on a 0-to 5-point scale based on the Absolute Language Proficiency Ratings Scale developed by the Foreign Service Institute; 2) a multiple-choice test of "linguistic intuitions" developed by the researcher.

The independent variables employed in this research were: 1) Age at the Beginning of Second Language Acquistion (Age at L2); 2) Years in the United States, essentially a "practice" variable; 3) Formal Instruction in English, calculated in hours of ESL or EFL instruction.

A series of two-way ANOVAs performed on these data consistently showed highly significant main effects for Age at L2 on syntactic proficiency, while no main or interaction effects of any importance were uncovered for the other independent variables. Correlational methods were also used. Zero-order correlations showed a very strong negative relationship between Age at L2 and syntactic proficiency,

and little or no relationship between the other independent variables and syntactic proficiency. Second-order partials which controlled for all possible three-way combinations of independent variables upheld the first set of results; the association between Age at L2 and syntactic proficiency remained virtually unchanged.

These results were interpreted as providing strong support for the hypothesis of an age-related limitation on the ability to acquire native-like command of syntax in a second language. By extension, these results were seen as providing strong support for Lenneberg's Critical Period Hypothesis.

O SUZANNE FLYNN (Cornell University)

This paper reports the results of an experimental study of the development of comprehension and production of three types of restrictive relative clauses in adults learning English as a second language. The results of this study specify syntactic properties of headedness vs. headlessness (Type I vs. II & III), and semantic factors such as indefiniteness of referent of the head (Type I & II vs. III) and the interaction of these two factors (Type II) as they affect the development of these relative clauses in non-native English speakers. This study also focuses on the interaction of these factors in relation to the grammatical function of the relativized NP in the embedded clause, (subject or object). Type I, the woman hugs what the child kisses. Type II, the woman hugs the thing which the child kisses. Type III, the woman hugs the cat which the child kisses.

Eighteen subjects were tested, nine native Japanese speakers and nine native Spanish speakers. The adults were divided into three groups--beginning, intermediate, and advanced such that three students from each language were in each level. The adults were given a series of sentences each containing a particular relative clause structure and then were given key comprehension questions to answer in order to determine their understanding of these structures. The adults were also given a production test based on a delayed imitation task (Hakuta, 1979) to test their use of these structures in "spontaneous" speech.

The results obtained are compared to results found in a similar experiment with 84 native English-speaking children ages 3;5-8;0 (Flynn & Lust, in preparation) in terms of the types of errors made by both groups and the order of acquisition of these structures. Other relevant studies in child language development are also discussed (Sheldon, 1974; Legum, 1975 & 1978; Limber, 1973). The results of this study are further related to other L2 acquisition studies of relative clauses (Sheldon, 1976 & 1977; Ioup, ms.; Cook, 1973). Finally, the significance of these results is discussed in terms of current linguistic literature on the grammatical structure of "headless" and "headed" relatives (Bresnan & Grimshaw, 1978).

Colloquium on the Construct Validation of Oral Proficiency Tests

by Adrian S. Palmer, English Department, University of Utah, Salt Lake City, UT 84112

For the second year in a row, a small group of researchers in language testing have met for two days during the TESOL national convention. The first colloquium was held in Boston during TESOL '79 and was chaired by Peter J.M. Groot (Institute of Applied Linguistics, University of Utrecht, Wilhelminapark 11, Utrecht, Holland) and Adrian Palmer. It was organized to bring researchers together to discuss not only the problems of testing oral proficiency but also test validation procedures in general and construct validation procedures in particular. One of the outcomes of this colloquium was the development of a design (using a model proposed by Campbell and Fiske) for a pilot multitrait-multimethod convergent-divergent construct validation study of tests of the traits "communicative competence in speaking" and "communicative competence in reading." Another outcome was the preparation of a volume of papers on the validation of oral proficiency tests (Palmer and Groot, ed., forthcoming). A third outcome was the decision to continue to meet to consider the results of the pilot study as well as other advances in oral testing.

The second colloquium is the one reported on here. Organized by Adrian Palmer and Lyle F. Bachman (Division of ESL, 3070 Foreign Languages Bldg., University of Illinois, Urbana, IL 61801), the colloquium met March 4-5, 1980, at the TESOL Convention in San Francisco. Papers were prepared and circulated in advance to the 20 participants. The colloquium itself was devoted to brief summaries of the papers followed by extensive discussion. The final working session was devoted to planning coordinated follow-up studies.

The Papers

Lyle Bachman and Adrian Palmer presented a paper entitled "The Construct Validation of the Constructs 'Communicative Competence in Speaking' and 'Communicative Competence in Reading': A Pilot Study." Competence in speaking and reading were tested by three methods: interview, translation, and self-ratings. The subjects were 75 native speakers of Mandarin Chinese at the University of Illinois. The researchers found strong evidence for convergent validity and weak evidence for discriminant validity of tests of speaking and reading using correlational analysis and analysis of variance. Subsequent to the colloquium, they used confirmatory factor analysis and found that a two-trait model (speaking and reading) accounted for the data significantly better than a one-trait (unitary language factor) model.

Jack Upshur was asked prior to the colloquium to critique the pilot (Bachman-Palmer) study. Because Upshur was not directly involved in planning the pilot study, it was felt that he could provide an unbiased evaluation of the design, implementation, and conclusions. In his paper, "Critique of Bachman-Palmer Pilot Study on Communicative Competence in Speaking and Reading," Upshur pointed out that the number of traits (2) and methods (3) used resulted in an undetermined

model. This, in conjunction with the subject selection procedure, which may have involved choosing subjects who had been affected by a highly similar set of variables, may have made discriminant validity very difficult to demonstrate. He expressed reservations about reaching conclusions about convergent and discriminant validity based upon satisfaction of the Campbell-Fiske criteria.

John Oller (Department of Linguistics, University of New Mexico, Albuquerque, NM 87131) presented a paper (co-authored with Ryuichi Yorozuya) entitled "Oral Proficiency Scales: Construct Validity and the Halo Effect." He investigated the construct validity of four 10-point scales of oral proficiency (grammar, vocabulary, pronunciation, and fluency) in a study using interviews with ten foreign students, evaluated by 15 native speakers of English. Oller found that there was no unique reliable variance which could be attributed to the separate constructs of grammar, vocabulary, pronunciation, and fluency.

Pardee Lowe and Ray Clifford (C.I.A. Language School, P.O. Box 9523, Rosslyn Station, VA 22209) described a recorded oral proficiency test developed at the CIA for administration under conditions where a face-to-face interview was impractical. The test incorporates many of the features of the live interview used at the CIA (the systematic use of Lowe's question types for eliciting performance at different levels).

Susanna Brütsch (224 Peik Hall, University of Minnesota, Minneapolis, MN 55455) presented a paper entitled "Convergent/Discriminant Validation of Proficiency in Oral and Written Production of French." In this study, using 82 subjects, two traits, and three methods, she found evidence for convergent validity, but not discriminant validity.

Harold Madsen and Randy Jones (Departments of Linguistics and German, Brigham Young University, Provo, UT 84602) presented a paper entitled "A Survey of Oral Proficiency Tests: Phase II." This was an updated report of their large-scale study of over 180 different oral tests they have collected over the last two years. They summarized their findings as related to test description and scoring procedures.

Meredith Pike (Center for Developing English Language Teaching, Faculty of Education, Ain Shams University, Cairo, Egypt) presented a paper entitled "An Investigation of the Interviewer's Role in Oral Proficiency Testing." She analyzed one interviewer's behavior in a series of oral interviews with foreign graduate students at UCLA. The behavior was analyzed on the basis of form and function, and these analyses contributed to a preliminary definition of interviewer consistency.

Brendan Carroll (English Teaching Information Centre, British Council, 10 Spring Gardens, London, England SW1A 2BN) presented a paper entitled "Measuring the Communicative Value of an Oral Performance." He examined the adequacy of current criteria for assessing oral performance and outlined a model which incorporates communicative factors from the Munby model and which subsumes the language aspects (pronunciation, vocabulary, grammar, and fluency) commonly used as the basis for descriptions of spoken performance.

Arthur Hughes (Department of Linguistic Science, University of Reading, Reading, England RG6 2AA) presented a paper entitled "A Closer Look at Conversational Cloze." He described the features which distinguish the Conversational Cloze from the prose cloze and attempted to discover how the presence of any or all of them accounted for the greater success of conversational cloze in predicting oral ability.

Marianne Adams (Testing and Publications Office, School of Language Studies, Room 906 SA-3, Foreign Service Institute, Department of State, Washington, DC 20520) presented a paper entitled "The FSI Oral Interview: Test/Conversation." She described some of the basic features of the FSI oral interview (one of the tests used in the Bachman-Palmer study) and explained how the test is used at the FSI.

Elana Shohamy (School of Education, Stanford University, Stanford, CA 94305) presented a paper entitled "The Construct Validity of the Oral Interview Rating Scale." She evaluated the extent to which speaking proficiency as rated by teachers or linguists trained in using the FSI oral interview rating scales correlated with the ratings of speaking proficiency by lay native speakers using their own evaluation criteria. She found high inter-rater reliability for both lay and trained raters and a high correlation between the ratings assigned by both groups.

Helmut Vollmer (Universität Osnabrück, 45 Osnabrück, Postfach 4469, West Germany) presented a paper entitled "On the Psycholinguistic Construct of an Internalized Expectancy Grammar." He reviewed some of the evidence for a general language proficiency (one factor) model and criticized it as a methodological artifact. He argued against the use of principle components factor analysis and proposed the use of designs that would allow investigators to apply confirmatory favor analytic techniques.

Andrew Cohen (The Hebrew University of Jerusalem, Israel) presented a paper entitled "Developing a Rating Scale for Testing Functional Speaking Ability." He described the development of a rating scale for assessing sociocultural competence based on contrastive analysis of sociocultural patterns.

Discussion of Directions for Future Research

In addition to the presentation and discussion of the papers, an entire afternoon was devoted to a discussion of possible directions for follow-up studies. The participants seemed to agree that there was sufficient evidence for discriminant validity of tests of communicative competence in speaking and reading to warrant a continued investigation into the internal structure of the construct "communicative competence." It was decided that the primary focus of the study should be to attempt to assess whether raters could reliably distinguish between aspects of communicative competence such as those proposed by Canale and Swain in their framework. It was also suggested that actual tests used in the study should be as "natural" as possible in the hope that the results of the study would then be of greater interest to researchers in Europe interested in functional language tests. Finally, it was suggested that future colloquia allow for the discussion not only of construct valida-

tion studies but also of criterion-related validation.

Other Participants in the Colloquia

In addition to the individuals cited above, a number of other researchers have contributed to the construct validation project, both by presenting papers at the first colloquium in Boston and by participating in the discussion sessions at the colloquia. These individuals are named below:

Michael Canale, Ontario Institute for Studies of Education, Toronto, Ontario, Canada

Francis Cartier, Pacific Grove, CA

John L.D. Clark, Educational Testing Service, Princeton, NJ

Alan Davies, Dept. of Linguistics, Univ. of Edinburgh, Edinburgh, Scotland

Frances B. Hinofotis, Dept. of English (ESL), Univ. of California, Los Angeles, CA

Donna Ilyin, San Francisco Community College, San Francisco, CA

Dale Lange, Univ. of Minnesota, Minneapolis, MN

Stephen B. Ross, American Language Program, California State Univ., Long Beach, CA

George E. Scholz, American Language Institute, Porto, Portugal

Charles Stansfield, Dept. of Spanish and Portuguese, Univ. of Colorado, Boulder, CO

Douglas K. Stevenson, Gesamthochschule Essen, Essen, West Germany

31st ANNUAL GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS: CURRENT ISSUES IN BILINGUAL EDUCATION by Jim Cummins, the Ontario Institute for Studies in Education, Toronto, Canada

The 31st Georgetown Round Table, March 20-22, 1980, consisted of 35 presentations dealing with current issues in bilingual education in the United States, as perceived both by practitioners and researchers. A recurring theme in the conference was the lack of research information relevant to many of the immediate problems faced by practitioners and policy-makers. Policy decisions regarding crucial issues are being made in the absence of research data; for example, there is as yet little research on issues such as what types of students ought to be in bilingual education programs, what criteria ought to be used for reclassification as a proficient English speaker and for exit to an English-only program, what tests of language proficiency should be used to classify students in different

categories of English proficiency. The Round Table brought to light the lack of expert consensus regarding these issues, as well as the fact that policy decisions are often based on assumptions that owe more to political than educational considerations. However, it was encouraging to note that research is being initiated on many immediately relevant issues and there appeared to be a willingness on the part of both practitioners and researchers to question the assumptions underlying bilingual education as it is currently implemented in the United States.

The Round Table was preceded on Thursday, March 20, by a pre-conference workshop on oral proficiency assessment sponsored by the U.S. Government Interagency Language Round Table. There were also two discussion panels on Thursday afternoon. The first panel was entitled "The Monolingual Child is Underprivileged." and consisted of a "discussion for principals and teachers in genuinely bilingual schools" chaired by Dorothy Goodman (International School, Washington, D.C.) and Joshua Fishman (Yeshiva University). The second panel was entitled "Bilingualism as a Factor in Translation and Interpretation" and was chaired by Margareta Bowen (Georgetown University) and Jean Delisle (Université d'Ottawa).

Josué Gonzalez (Director, Office of Bilingual Education) and Joshua Fishman were the speakers at the First Plenary Session on Thursday evening. In his opening remarks, Dean James Alatis emphasized the significance of bilingual education in the current educational context of the United States, and these sentiments were echoed by the two principal speakers. Gonzalez pointed out that important policy decisions regarding bilingual education would be made in the near future. For example, the Office of Civil Rights was preparing a revised set of Lau Remedies. He also emphasized the complexity of these policy decisions by outlining the roles of the different "players" in the game of bilingual education, ranging from federal institutions and the courts through state and local governments to the minority and majority communities themselves. These players are attempting to come to grips with a complex set of issues. One set of issues concerns the problems of governance and funding created by the diversity of populations and languages involved in bilingual programs; for example, currently there are 74 different languages involved in programs funded by Title VII. Gonzalez pointed out that the the intent of federal aid through Title VII was to enable state and local administrations to develop the capacity to provide programs that responded to the educational needs of linguistic minorities, and there was concern in Congress about how long federal aid would have to continue. In discussing research issues, Gonzalez noted that new research evidence about the importance of L1 proficiency in developing L2 proficiency might make it necessary to reexamine the "quick exit" policy of transitional programs. The perception of bilingual education as compensatory by many policy-makers was insulting to minority groups, especially in view of the fact that an increasing number of English-speaking parents perceived bilingual education as a valuable educational experience for their children. Gonzalez concluded by pointing out that the recent report of the President's Commission on Foreign Languages and International Studies again showed how illogical it was to try to teach other languages to English speakers while at the same time encouraging

native speakers of other languages to abandon these languages on the mistaken assumption that this would help them learn English.

Fishman's presentation was addressed to the "non-Title VII" part of bilingual education in the United States. He reported the results of a recent survey of ethnic community schools in which more than twice as many schools were located as in his survey of "Language Loyalty in the United States" almost 20 years ago. Fishman estimated that there are currently abut 6,000 such schools in the United States, a finding that refutes the American myth that "ethnicity came to the United States in order to die." Underlying the operation of these schools are the assumptions that language is basic to ethnicity, and its maintenance is a moral necessity rather than just being good for children. It is also assumed that the school can make a significant independent contribution to language maintenance and that stable bilingualism is possible in the United States. However, the language accomplishments of these schools appear to be indifferent. Fishman characterized the assumptions underlying these schools as "suprarational" (similar to religious assumptions) rather than irrational and emphasized that the schools succeeded in clarifying ethnic values and in socializing children into the community's way of being American.

The Friday morning session on Bilingual Assessment was chaired by Marina Burt and Heidi Dulay (Bloomsbury West, Inc.) and began with John Oller's (University of New Mexico) presentation on "A Language Factor Deeper than Speech: More Data and Theory for Bilingual Assessment." Oller presented further evidence for the existence of a global language proficiency factor and questioned the validity of attempts to break down this global factor into different components. He argued that both language tests and language teaching should be based on meaningful discourse.

Harvey Rosenbaum (Southwest Regional Laboratory, Los Alamitos, CA) spoke on "The Entry/Exit Project: A Status Report." The Project attempted to develop a framework for test development based on an analysis and detailed specification of the language skills involved in reading, classroom interaction, and oral language. Although the entire system has not yet been field tested, it will be available to Title VII programs in May, 1980, and it is hoped to carry out a two-year field study. It is intended that local districts will develop items that are appropriate for their specific conditions based on the extensive descriptions of skills in the skills framework.

The latter half of the session on Bilingual Assessment was devoted to outlining "Current State Level Trends in the Assessment of Language Minority Students." The six speakers were directors of State Departments of Bilingual Education in California, Florida, Illinois, Massachusetts, New York and Texas. Ramiro Reyes reported that four tests of bilingual proficiency had been approved for use in California schools: the Basic Inventory of Natural Language, the Bilingual Syntax Measure, the Language Assessment Scales, and the Language Assessment Battery. Research is currently underway to assess the relationship between these measures and between academic achievement.

Ernest Perez of Texas reported that this had already been done in Texas with disturbing results in that low intercorrelations were found

between five (unspecified) language proficiency measures and academic achievement as measured by standardized tests. Perez emphasized that bilingual education was at a crossroad in that the validity of its underlying assumptions was being challenged. Well-designed evaluations were necessary to prove its effectiveness and to establish genuine institutionalization of bilingual education as opposed to the pseudo-institutionalization that exists at present through court and legislative mandates. To this end a state-wide data base is being established in Texas to establish what types of programs work best for what types of students in what settings.

María Medina Swanson discussed efforts being made in Illinois to standardize the assessment procedures being used in different districts. She also noted the assumption of legislators that bilingual education is essentially a temporary phenomenon that will disappear when it has accomplished its goal of teaching children English.

Ernest Mazzone of Massachusetts noted that a recent state-wide survey revealed that children of Spanish and Portuguese background were between 9 and 14 percentage points below native English speakers on reading and mathematics tests. Legislators were concerned that the poor school performance of these groups was due to being kept too long in transitional bilingual programs. However, data showed that this was not the case, since a large majority had been in bilingual programs for three years or less. In fact, it was more likely that children were transferred too early, since it was found that children made more rapid academic progress in the bilingual program than out of it. Mazzone questioned the assumption (made by many legislators) that the inclusion of more English in the bilingual program would result in more rapid academic progress.

Carmen Perez outlined current efforts being made in New York to permit students to take Regents' examinations in languages other than English. She also expressed regret that bilingual education was so embroiled in politics and wished that educational testing of minority students was more obviously serving the purpose of improving education rather than classifying students as more or less deficient in English.

The afternoon session on Research Directions within the Context of Bilingual Education was chaired by G. Richard Tucker (Center for Applied Linguistics). Courtney Cazden (Harvard University) spoke on "Current Ethnographic Research in the Bilingual Classroom." She pointed out that ethnography has grown into a strong alternative to educational psychology in educational research methodology. However, as yet, relatively little ethnographic research has taken place in the context of bilingual education. This trend is changing, however, and Cazden went on to give several examples of ongoing ethnographic research in bilingual classrooms.

Jim Cummins' (Ontario Institute for Studies in Education) presentation was entitled "The Construct of Language Proficiency in Bilingual Education." It was suggested that a major cause of the confusion at all levels of the educational hierarchy about the goals and

methods of bilingual education lies in the real conceptual confusion in the psychoeducational rationale of transitional bilingual education. Two alternative models of bilingual proficiency were presented. The Separate Underlying Proficiency model assumes that the proficiency underlying L1 and L2 literacy skills is separate and that there is a direct link between amount of instructional time through a language and development of academic skills in that language. This assumption is widely believed and underlies English-only programs for minorities as well as the entire mainstreaming endeavor in transitional programs. However, evaluation findings from bilingual programs for both minority and majority language children in many countries show a significant relationship between amount of instruction in the minority language and achievement in that language, but no relationship between instructional time in the majority language and achievement in the majority language. These findings support a Common Underlying Proficiency model in which L1 and L2 cognitive/academic skills are assumed to be interdependent.

Ed De Avila (Stanford University) spoke on "The Language Minority Child: A Psychological, Linguistic and Social Analysis." He reviewed several types of factors which determine minority children's school achievement, e.g., antecedent conditions in home and environment, cognitive style, language proficiency, IQ, and teacher perceptions. The results of a recent large-scale study of the school achievement of several different minority groups were presented. A finding that emerged consistently across groups was that children with high L1 and L2 proficiency performed significantly better on cognitive and academic tasks than other groups.

Hernan Lafontaine (Superintendent of Schools, Hartford, CT) spoke on "Research Needs as Perceived by the Practitioners of Bilingual Education." He pointed out that many administrators approach bilingual education with the attitude: "What is the minimum we have to do to comply with the law?" In order to have any quick impact on practice, research findings must be unequivocal and stated boldly. Lafontaine identified the following issues as especially relevant to practical applications of bilingual education: the effects of maintenance programs; how children perform academically after mainstreaming; the effect of amount of instructional time in L1 and L2; the relationship between L1 and L2, i.e., how transfer occurs; how we measure language proficiency; the effects of bilingual education in the affective domain; what programs are effective for minority students in special education programs.

Carlos Solé (University of Texas at Austin) discussed "Community Factors and Bilingual Education." He emphasized that the differential educational attainment within linguistic minority groups showed the importance of sociolcultural, community and demographic factors in determining educational success. However, school context and teacher variables were also important.

Richard Figueroa (University of California, Davis) in discussing the "Intersection of Special Education and Bilingual Education," pointed out that up to now there has been mutual suspicion between special education and bilingual education, largely because of the misplacement of

linguistic minority children in special education classes. He reviewed data on the extent of overrepresentation of Hispanics in EMR classes and outlined recent changes in California designed to correct this phenomenon. As a result of these changes, IQ is no longer the sole criterion for classification as EMR; language background and adaptive behavior are also taken into account.

The Friday afternoon session ended with Ellen Rosansky's (National Institute of Education) presentation on "Research Efforts in the Development of Multiple Indicators of Communicative Competence and Effects of Bilingual Education." She pointed out that in the recent proliferation of tests of language proficiency, the question of validity has been largely ignored. She was inclined to the opinion that "there are no good tests of language proficiency, per se, but some are less worse than others." She reviewed research showing that grammatical competence is not necessarily predictive of communicative competence and recommended that multiple indicators of language proficiency should be used in order to try to get as complete a picture as possible.

The Second Plenary Session on Friday evening was chaired by James Alatis and opened with a presentation by Robert Lado (Georgetown University), Irma Hanson and Tim D'Emilio (Spanish Education Development Center, (SED); Washington, D.C.) on "The SED Center Pre-school Reading Project, Phase I." In the SED project, 50 low SES children ages 3-5 are being taught to read in both Spanish and English prior to formal schooling. The aim of the project is to establish biliteracy by grade 1 in order to counter the high drop-out rate among minority children related to low literacy skills in later grades. In the program, reading is presented as a game, not a chore. The preliminary results show that all children have learned to read some Spanish and were progressing towards objectives. A few have surpassed objectives. Parents were supportive of the program, although only 20% could be induced to read to their children in the home. Children who were exposed to reading material in the home made the most progress in the SED program.

Stephen Krashen (University of Southern California) spoke on "First and Second Language Acquisition in a Bilingual Context." His answer to the question "How do we get people to acquire language?" was that in order to progress from i to i + 1 it is necessary to get comprehensible input that contains i + 1 in situations where the learner is focused on meaning rather than form. In classroom settings, grammar rules and pattern drills provide insufficient comprehensible input for acquisition to occur.

Marina Burt and Heidi Dulay (Bloomsbury West, Inc.) discussed the "Relative Proficiency of Limited English-proficient Students." They identified three groups of LEP students and discussed what types of instructional programs were appropriate for each. The first group was termed "Primary Language Superior" and it was recommended that these children be placed in bilingual programs in which content subjects would be taught in the primary language while English was being learned. The second group of "English Superior" students should be instructed in English, while the third group of "Limited Balanced" (i.e. equally limited in L1 and L2) should be taught through whichever

language is spoken at home. Burt and Dulay emphasized that no matter which language is chosen for initial instruction, opportunities should be provided for developing L1 if bilingualism is a community goal.

Although Burt and Dulay's recommendations are based on the linguistic mismatch hypothesis which provided much of the early theoretical impetus for bilingual education, it has proved controversial in California because, if implemented, it would considerably reduce the numbers of LEP students receiving bilingual education. Implementation of these procedures would also place considerable reliance on measures of language dominance, which, according to Ernest Perez (see above) tend to have low intercorrelations with each other and with academic achievement. This controversy illustrates the current dilemma faced by practitioners and policy-makers in bilingual education. In the absence of clear empirical evidence, there is little psychoeducational basis for choosing one set of unproven assumptions over another.

The Closing Session on Saturday morning dealt with Cross-Cultural Communication and was again chaired by James Alatis. Tim Light (University of Arizona) spoke on "Bilingualism and the Spread of the Standard Language in the People's Republic of China" and Josef Rohrer (Federal Language Bureau, West Germany) followed with a presentation entitled "Learning Styles and Teaching Vocabulary." Tazuko Ajiro Monane (University of Hawaii, Hilo College) discussed innovative instructional methods she had developed to produce effective bilinguals at the college level. The techniques are based on a communicative ("socio-semantic") approach which utilizes drills to camouflage grammar and teaches students to respond appropriately in everyday life situations.

Carolyn Kessler (University of Texas at San Antonio) and Mary Ellen Quinn (Edgewood School District, San Antonio) described a recent research study which showed "Positive Effects of Bilingualism on Science Problem-Solving Abilities." They reported that a group of low SES bilingual children showed significantly better performance in both quality of hypothesis generation and syntactic complexity after a science problem-solving course than did a group of middle SES monolingual children.

Lily Wong Fillmore (University of California, Berkeley) presented some preliminary data from a study designed to investigate teaching and learning strategies in the early grades of bilingual and monolingual classes. Her paper was entitled "Learning a Second Language: Chinese Children in the American Classroom." Among the findings stressed by Fillmore was the important role played by formulaic utterances in learning a second language and the need for extensive contact with native speakers in order to develop native-like L2 proficiency.

Deborah Tannen (Georgetown University) spoke on the "Implications of the Oral/Literate Continuum for Cross-cultural Communication." She applied the distinction between the oral tradition, where meaning is in the context, and the literate tradition, where meaning is in the text, to the interpretation of research findings on cross-cultural (Greek/American) and sub-culture dominant culture (New York Jews/Los Angeles non-Jews) communication. She pointed to the ambivalence of those who use oral strategies in a literate "text-dominated" culture in that they

must accept the "correctness" of the dominant set of values. In cross-cultural situations, however, those subscribing to oral and literate traditions each take it as self-evident that their sets of values are correct.

The final presentation of the conference was an inspiring address by Muriel Saville-Troike (Georgetown University) in which she emphasized that if bilingual-multicultural education is to succeed in promoting respect for cultural diversity and equality of educational opportunity, it must be concerned with linguistic diversity in all its forms. All instruction should begin with the premise that not only is L1 valid and important, the variety of L1 spoken by students is intrinsically as good and valid as the one being taught. Training of teachers should attempt to bring to the level of teachers' consciousness what is culture-specific in their interaction behaviors.

Dean Alatis and the organizers of specific sessions are to be congratulated on having brought together a timely blend of practice and theory of direct relevance to bilingual education in the United States. When the proceedings of the conference are published in November, 1980, the state of the art that they will present will show large gaps in our understanding of bilingualism and bilingual education, but also a realization that these gaps exist, and indications that research is finally beginning to focus on some of the more immediate issues.

LA L2 RESEARCH FORUM by Michael Long and Kathi Bailey (UCLA)

The Third Los Angeles Second Language Research Forum was held at the University of California at Los Angeles from February 29 through March 2, 1980. This student-run conference is hosted alternately by UCLA and the University of Southern California. Co-chairpersons for the 1980 conference were Brita Butler-Wall and Charlene Sato.

The program began with a plenary address by Catherine Snow (Harvard University), who reviewed research pertaining to the relationship between learner age and second language acquisition.

A second plenary address was given by Diane Larsen-Freeman (The Experiment in International Living's School for International Training in Brattleboro, VT), who discussed four viewpoints on SLA: Hatch's discourse perspective, Krashen's monitor model, Lamendella's neurofunctional perspective, and Schumann's acculturation model. She then went on to consider the role of cognitive factors in the SLA process.

Other papers were presented by researchers in Germany, The Netherlands, Canada, Israel, Denmark, Egypt, and France, as well as many parts of the United States. The topics discussed included interlanguage development (Arthur; Ioup; Kelley; Stauble and Schumann; Turner; Zobl), affective factors (Heyde), phonology (Butler-Wall; Neufeld; Tarone; Wenk), cognitive factors (Twyford and Hartford; Wesche, Wells and Edwards; Yu and Bain), sociolinguistic variation (Beebe; Fathman; Perez, Moll, Martinez and Chesterfield; Stout), immersion (Celce-Murcia and Vialla; Genesee; Snow, Campbell and Galvan), comprehension and production strategies (Bar-Lev; Bergman; Bialystok; Dubin and Olshtain; Seliger; Ulijn), neurolinguistics (Galloway;

Schneiderman and Wesche), the role of formal instruction in SLA (Felix; Melia and Schreck; Van Naerssen), discourse (Glahn; Soemarmo; Fraser and Rintell; Early and Salica), input (Urzúa), forgetting (Hansen), research methodology (Brown; Heath and James; Jordens; Ochsner and Bailey), and models of second language acquisition (Farhady; Wode).

Copies of the conference abstracts are available for $1 from Kathi Bailey, English Department (ESL Section), 3303 Rolfe Hall, University of California, Los Angeles, CA 90024 (make checks out to "LASLRF"; no cash please.). People writing from outside the United States are asked to add an additional dollar per order to cover postage.

Selected papers from the 1980 conference will be published by Newbury House in the series Issues in Second Language Acquisition. The next LA L2 Research Forum will be held at USC in autumn 1981.

Research in Progress*

ROBERT W. BLAIR (Linguistics Department, Brigham Young University, Provo, UT)

I am doing experimentation with receptive skills training using notions developed by Aser, Postovsky, Nord, Winitz, Burling, Davies and others. Together with that I am experimenting with "easification" of language learning (particularly for learners handicapped by age or self-image) using a variety of techniques including mnemonic training.

VICTOR K. BRODERICK (Department of Linguistics, University of Southern California, Los Angeles, CA)

Vocabulary Memorization, Listening Comprehension, and Their Implications for Second Language Acquisition in Theory and Practice

The role of vocabulary in second language acquisition has definite practical and theoretical consequences. How vocabulary should be treated in the classroom is an issue on par with the question of the adequacy of current theoretical models of second language acquisition. To provide empirical evidence critical to both of these issues, this in-progress study examines the listening comprehension of eighty Arab and Persian ESL students on comprehension tasks involving frequent vocabulary items and infrequent vocabulary items which they have memorized. The short-term and long-term facilitative effect of vocabulary memorization on listening comprehension is contrasted for frequent and infrequent vocabulary words. This probes the value of rote memorization of vocabulary lists and suggests possible considerations in drawing up such lists for classroom use. It also tests several predictions made by three theoretical approaches: 1) the Monitor Model of L2 acquisition (Krashen 1979), 2) a modified version of the model which involves weakened prerequisites for monitoring to occur, and 3) a more traditional model. The relative ability of each model to account for the data is discussed in view of their contrastive

*The following Resumes of Research in Progress, published in the Conference Handbook, are reprinted here by permission of the Conference Committee. Our thanks to Mike Long for his help in arranging for us to reprint the resumes.

predictions for three issues: 1) what is the short-term effect of vocabulary memorization, 2) what is the long-term effect, and 3) how is the long-term effect dependent on intervening exposure to vocabulary items in natural settings.

O JUDITH CHUN (English Department, San Francisco State University, San Francisco, CA)

As part of a larger, longitudinal study of the acquisition of a second language in a natural setting, 25 S's ages 6-41 were asked to retell the story of Little Red Riding Hood sentence by sentence in their L2 (French) after the interviewer told the story in their L1 (English). The analysis of the translation data is threefold:

1) A comparison of performance on this task in the areas of gender, linking and verb system with performance on story-telling and elicited production tests (previously reported).
2) An analysis of structures which do not appear frequently enough for analysis on other tasks: relatives, reflexives, question formation, forms of address.
3) An analysis of strategies used in translating structures that would probably be predicted to be difficult through contrastive analysis (mainly complex verbal constructions).

O MICHAEL G. CLYNE (Department of German, Monash University, Victoria, AUSTRALIA)

This project follows up an ongoing study of language use, transference, and code-switching in various domains among bilinguals in Australia, especially German-speaking and Dutch-speaking ones (previously reported). The current project aims at building a model of language ecology in a country which has now adopted a more favourable attitude towards the languages, cultures and problems of ethnic minorities.

Responses to a language use questionnaire in the 1976 Australian Census are being assessed in order to compare rates of language maintenance and language shift for different ethnic and religious groups and age groups, between urban and rural areas, males and females. Progress results indicate low language shift rates among Italians, Yugoslavs, and especially Greeks, medium rates among Germans, Maltese and Poles, and very high rates among Dutch. Greeks also have the greatest tendency not to use English. Females in all groups maintain L1 more, and are more likely not to use English, than males. All ethnic groups in some states have a much lower language shift rate than in other states. This may be due to population distribution and to public policies (conservatism tends to be associated with language shift.)

This study may throw some light on the importance of language to various cultures, factors promoting language maintenance, and the language needs of the nation.

O MICHAEL H. LONG (TESL Department, Rolfe Hall, University of California, Los Angeles, CA)

This study describes various aspects of 36 five-minute conversations between American and Japanese adults. It investigates relationships between several paramaters of foreigner-talk-register (FTR) and the following variables: native speakers' (NSS) prior experience with FT discourse, sex of NS, and sex of foreigner. NS subjects were 12 ESL teachers, 12 teachers of subjects other than languages, and 12 NSS (not teachers of any kind) of roughly equivalent educational background. Within each group of NSS, 6 were male, 6 female. The Japanese were 18 male and 18 female elementary students of ESL. Dyads were formed by random assignment within each level of the independent and moderator variables such that there were an equal number of same-sex and cross-sex pairings. Dependent variables include measures of the amount and variety of simplification, as well as the devices used to achieve this, in the domains of morphology, lexis, syntax and discourse.

O ANNE V. MARTIN (Division of International Programs, University of Southern California, Los Angeles, CA)

First-Language Differences in Processing Spatial/Chronological and Hierarchical Information

In a recent doctoral study (Martin, 1979) of approximately 400 university students (200 native speakers, 200 advanced ESL students), it was found that non-native speakers as a group had significantly more difficulty than native speakers in processing context-based spatial/chronological (S/C) information and in processing hierarchical (H) information, controlling for differences in test-taking ability and general English-language competence.

Non-native speaker data from the study were recently re-analyzed according to first language group. Eight first-language groups of $n > 15$ were identified: Farsi, Arabic, Japanese, Mandarin Chinese, Spanish, Korean, Indonesian, and Cantonese. Analyses of variance and covariance were conducted, and protected t-tests of differences between means for S/C and for H, with S/C as the covariate, were performed.

On the S/C task, the Arabic-speaking group was signficantly different from five of the seven groups (all except Indonesian and Mandarin Chinese) at the .05 level or higher. Indonesian speakers differed from two groups (Farsi and Japanese) at $p < .05$. On the H processing task, there were only two significant differences (Arabic with Cantonese and Korean).

Caution must be used in interpreting results based on relatively small groups. However, the results suggest that first-language background may be an important variable in information processing proficiency and in acquisition of certain cognitive skills in English.

O ROSE NASH (Inter-American University, Hato Rey, Puerto Rico)

Native English speakers who have lived in a non-native setting for prolonged periods undergo subtle changes in the semantic organization of the lexicon which cannot be accounted for by current models of language contact, which deal simplistically with vocabulary in terms

of borrowing, mixing, and switching, and ignore the deeper psychologically motivated manifestations. The process of RECONCEPTUALIZATION sets in as a result of: 1) isolation from the mainstream language community, 2) everyday contact with non-native speakers of English, and 3) pragmatic adoption of relaxed standards of correctness. The process affects words that have parallels in Spanish, such as cognates, whose normal English uses do not always conform to an established pattern of semantic features. The change in usage is toward greater clarity of expression. For example, the pairs part-parte and piece-pieza generally distinguish between the concepts "portion of a whole" and "independent entity," but this is contradicted in English by the expression spare part (pieza de respuesta). After Reconceptualization has taken place, the English speaker may find it more logical to use the expression spare piece. The process is being investigated by presenting English sentences containing semantic transfer errors to native English speakers whose periods of residence in Puerto Rico vary from under one month to over ten years, for judgments of acceptability.

O CHRIS MONTANO and LAURIE NORIEGA (Department of Communications, University of Southern California, Los Angeles, CA)

A Study of the Comprehension and Production of Grammatical Morphemes

The natural order hypothesis states that all language acquirers, child and adult, first and second, acquire grammatical structures in a predictable order.

In a previous study we hypothesized that a similar order would be found for the comprehension of grammatical morphemes as that found in the production of the same morphemes. However, our data failed to support our hypothesis.

The purpose of this study is to confirm our previous results and expand the experiment a step further. To do this we will look at both comprehension and production orders of grammatical morphemes as well as include a control group.

In order to rank the comprehension of six grammatical morphemes, (present progressive, irregular past, plural, regular past, possessive and third person singular) the test will involve 18 pairs of pictures (3 sets for each morpheme) illustrating grammatical contrasts which isolate specific grammatical variables. In each pair, two pictures represent two sentences contrasting only in regard to a specific grammatical morpheme, but only the sentence corresponding to the morpheme in question will be uttered. For example, to test for the comprehension of the plural morpheme, the grammatical contrast of Singular versus Plural will be used. The grammatical contrast will be illustrated by the difference between the two pictures. One picture will present a single cat, while the other picture will show two cats. The examiner will utter, "Show me--the cats."

In order to rank the production of the same grammatical morphemes, the test will involve the same 18 pairs of pictures. Test questions will be used to elicit the use of the six selected morphemes. Speech will be elicited via a structured conversation technique. Questions

will be asked by the examiner in reference to the 18 pairs of pictures. For example, to test for the production of the plural morpheme, the examiner will point to the picture illustrating two cats and ask, "What are these?" The children may make any number of responses in a natural, communicative way. The morphemes will be analyzed with respect to their presence or absence in obligatory occasions.

The subjects will be children ranging from 48-108 months. There will be 30 children, 15 boys and 15 girls attending a Los Angeles elementary school. All children will be native Spanish speakers acquiring English as their second language. A control group of native English speakers who will match the experimental group as closely as possible will also be used from the same elementary school.

All testing will be done in a Los Angeles elementary school classroom with only one child and the examiners present. The examiners will make a written record of the child's responses and operate a tape recorder, which will record the entire session.

O MOIRA SANDROCK (Linguistics Department, University of Southern California, Los Angeles, CA)

Testing the Existence of the Monitor

Seliger, in a recent study, has tried to show that the Monitor (conscious knowledge of rules) has little influence in language production and comprehension. This paper, however, maintains that Seliger's resulting data is consistent with the Monitor Theory as his task has tapped language acquisition. It is the purpose of this study to replicate Seliger's study and re-examine his claims in terms of the Monitor Theory for language learning.

An experiment is described in which a task of 20 sentences testing the indefinite article a/an before a noun, such as, "This is ___ book," leaving the blank to be filled in with either a or an, which will be presented to two groups of subjects under different conditions. Under the first set of conditions, the task will be given to Japanese beginning ESL students (n=25). This group of students will be asked to perform the task within a fixed amount of time. In addition, they will be asked to explain their use of a or an. The task will also be presented to a second group of Japanese ESL students (n=25) under varied conditions; the rule for a/an usage will be presented to the students along with the task and they will be told to focus on form. They will also be allowed more time than the first group to complete the task. These conditions are designed to allow for the optimal use of the Monitor. The results of this task will then be discussed in relation to Seliger's study and the Monitor Theory to show that when conditions for the Monitor are met, there follows an increase in performance.

O JAN M. ULIJN (School of Education, Stanford University, Stanford, CA)

The Role of Interlingual Lexical Contrasts in L1, L2 and L3 Reading and Writing (See SLANT Vol. IX, No. 2 for research resume)

○ DIANE R. VOM SALL (University of Texas, Austin, TX)

Videotaped data from the conversation club of the Intensive English Program at the University of Texas at Austin were transcribed using a broadly based system of observation in order to analyze verbal content, paralanguage, and body motion in relation to the developing conversation between native and non-native speakers of English. In this exploratory study I am looking for elements organizing conversations between native and non-native speakers of English. I am also interested in the impact of one action on another in the course of the conversation. Results of this descriptive research will contribute to further research designed specifically for use in the study of the acquisition of a second conversation style as part of the second language acquisition process.

RESUMES OF RESEARCH IN PROGRESS

▷ Visual Feedback in FL-Intonation Teaching (Ph.D. Project 1979-1983), Kees de Bot (Institute of Phonetics, Catholic University, Erasmuslaan 40, 6500 HD Nijmegen, The Netherlands)

Several experiments have been and will be carried out to establish factors influencing the effectiveness of visual feedback in the teaching of intonation. In the near future a multifactorial experiment (randomized block factorial design) will be carried out in which we will look at the relative influence of: a) language proficiency, 6) sex, and c) experience in audiovisual FL-learning, on the effectiveness of visual and auditory feedback. During 1981 and 1982 we will compare real time and delayed feedback and look at the consequences of skill-theory for feedback learning and language teaching. Finally, the relative influence of age will be investigated. All experiments will be run on the feedback apparatus that was built at the Institute of Phonetics of the University of Nijmegen. In the 1980 experiments L1 is Dutch and L2 is English; subjects will be Dutch University students. In the 1981-1982 experiments L1 may be English, Turkish or Arabic, L2 is Dutch; subjects will be foreign students following courses of Dutch as a second language at the University of Nijmegen. Financial support for this project is given partly by the University Research Fund and partly by the Netherlands Organization for the Advancement of Pure Research (ZWO).

▷ Ethnic Group Sponsorship of Bilingual Education in the United States (recently completed), Joshua Fishman (Ferkauf Graduate School, Yeshiva University, 55 Fifth Avenue, New York, NY)

The universe of ethnic community mother-tongue schools in the United States constitutes one of our country's richest language resources. Nevertheless, it has been little studied. As a result, little is known about how many ethnic community mother-tongue schools there are, what languages they teach or what convictions motivate their supporters.

On the basis of extensive correspondence, supplemented by questionnaire data, interviews and school visits, some 5000 ethnic community mother-tongue schools were identified teaching 44 different lan-

quages. Such schools were located in all states of the Union, as well as in Puerto Rico and Guam, although they are particularly numerous in the North East, North Central and West Coast regions. The languages most frequently used and taught in these schools are Hebrew/Yiddish, German/Pennsylvania German, Greek, Spanish and Chinese. Two-thirds of these schools are supplementary in nature, attended by children also in attendance at public schools. More than half of the schools are church affiliated.

All in all, there are currently twice as many ethnic community mother-tongue schools than there were 20 years ago. This is due to the fact that several language groups that had few or no such schools now sponsor large numbers of them. Similarly, considerably more such schools can be expected during this coming decade under Hispanic, Native American, South and South East Asian and Pacific Islander sponsorship. These schools appear to be a common means of combining and controlling American and particularistic ethnic experiences. They function more to foster ethnicity as a way of being American than they do to secure non-English language maintenance on a permanent intergenerational basis. Nevertheless, they do foster positive attitudes and associations, both with the ethnic language and its related culture and, in so doing, they counteract urban alienation

Six guiding principles typify ethnic community mother-tongue schools in the USA: a) our language and ethnicity are crucially and eternally interconnected; b) our language is a causal factor in our greatness and authenticity; c) in view of the foregoing it is vitally and morally necessary for us to maintain our language; d) bilingualism and biculturism are not only necessary but feasible societal arrangements for minority ethnolinguistic groups in the USA; e) by means of planning and organization these groups can foster their language and ethnicity; f) the ethnic community mother-tongue school can make an independent contribution to its sponsor's language maintenance success. The objective validity of these propositions is of lesser significance than their motivational and orientational value.

▷ The Acquisition of Biliteracy: A Comparative Ethnography of Minority Ethnolinguistic Schools in New York City, Joshua A. Fishman (Yeshiva University, Ferkauf Graduate School, 55 Fifth Avenue, New York, NY)

Why is it that at the same time that many schools find it difficult to teach children to read and write one language (English) some schools succeed in teaching children to read and write two languages (English plus one or another minority language) in the USA? This study will try to answer the above question by carefully and repeatedly observing the total process of "biliteracy acquisition" in six schools in New York City: a French-English school, a Greek-English school, a Hebrew-English school, a Hebrew-Yiddish-English school, a Chinese-English school, and an Armenian-English school.

Over a two-year period the pupils, teachers and parents associated with the lower grades of these schools will be observed and interviewed in connection with four different major dimensions of research interest:

1) What does the school do in order to teach reading and writing and does it do the same kinds of things in order to teach English and in order to teach its "other language"? This dimension is concerned with teaching methods, curricula and materials, approaches to discipline and motivation, extra-curricular activities that require and reward reading and writing, etc.

2) What does the adult community do in order to encourage children to learn reading and writing and does it do the same kinds of things in order to encourage English reading and writing and in order to encourage reading/writing in its "other language"? This dimension is concerned with how much community members read and write in each language, about what, and for what kinds of rewards.

3) If the "other language" is spoken much differently than it is written, does that have an effect on how well or quickly children learn to read or write it? This is assumed to be a problem in the teaching of reading and writing to children who are speakers of Black English and it will be interesting to find out whether Chinese, Greek, and other children also have such a problem in connection with learning to read and write when their "school variety" is much different from the "home variety" that they and their friends speak.

4) If the "other language" has a writing system that is much different from English does that have an effect on how well or quickly children learn to read or write or on how well and quickly they learn to read or write English? Chinese, Hebrew, and Yiddish have writing systems that are very different from English. Armenian and Greek have writing systems that are considerably different from English. French has a writing system that is very much like that of English. It will be interesting to find out whether dissimilarity of writing systems helps or hinders youngsters when they are learning to read and write two languages.

The findings of this study should be helpful for all those who want to understand better the influences that facilitate or hamper how well and how easily children learn to read and write. It will become clearer how much importance should be attached to school factors in this entire process (dimension 1, above), how much should be attached to home and community factors (dimension 2, above), how much should be attached to language factors (dimension 3, above), and finally, how much should be attached to writing system characteristics per se (dimension 4, above). Hopefully, this study of how and why many children succeed in learning to read and write two languages will help us be more successful in teaching the bulk of our children to read and write in one language, English per se.

▷ Cognitive Style and Second Language Learning (Dissertation Research in Progress), Jacqueline Hansen (Education, University of Colorado)

This study explores the relationship of one cognitive style, field dependence-independence, to progress in learning both oral and written skills in a foreign language. It also examines the relation between student-teacher stylistic match or mismatch and second language skill development.

During the Fall of 1979, 300 college students and their instructors in a beginning-level Spanish class at the University of Colorado,

Boulder, were given the Embedded Figures Test (EFT). This instrument was developed by Witkin and his colleagues to determine extent of field dependence-independence. Student performance on the EFT will be correlated with several language progress measures: cloze test, final exam score, written test average, oral quiz average, teacher rating of oral performance and final course average. Where available, SAT scores will be used to control for scholastic ability. Further, student-teacher match or mismatch in degree of field dependence-independence will also be correlated with oral and written skill development in the second language.

Presently, nearly all the data have been collected and are now being coded for statistical analysis. The initial findings and conclusions are expected to be ready at the end of Spring, 1980.

▷ College Reading Materials Research Project, Kenji Kitao (Department of English, Doshisha University, Kamigyo-ku, Kyoto, Japan 602)

A Group of JALT (Japan Association of Language Teachers) members, college and high school teachers (Kitao, Miyamoto, Sackett, Inoue, Broaderick and Fujiwara), received a research grant from JALT to develop reading materials for first-and second-year college students. We hope to develop materials that will: 1) interest students in reading in English, 2) help students improve their reading skills, 3) expose students to a variety of literary forms, and 4) give the students information about the USA. After doing preliminary research, we plan to write and/or select appropriate materials and experiment with them in our classrooms. We would appreciate input in any form from other people, including ideas on good ways to develop reading skills and suggestions for interesting and informative reading selections. We would also be grateful for actual contributions, as we would like to have original writings, for both educational and budgetary reasons. We will be happy to share the materials with those who might be interested in using them.

▷ The Teaching of Oral English to Speakers of Arabic, N. McBeath, (15 Seymour Road, Shirley, Southampton, England)

Section One: A definition of speakers of Arabic. Basically this will involve an investigation of TESOL methods within the member countries of the Arab League, but minorities within and beyond the Arab states will also be considered. (e.g., Arabic speakers in Iranian Khuzistan; Kurdish speakers in Iraq.)

Section Two: A brief comparative linguistic study of English and Arabic to define areas of maximum learning difficulty.

Section Three: A description of the vocalization process. This is standard practice for teachers of speech and drama, but not for those engaged in TEFL/TESOL.

Section Four: Description and evaluation of TEFL techniques employed in Britain and elsewhere. The section will begin with background information based on personal experience, and conclude with a consideration of the assessment techniques employed in British public

examinations and suitable for the individual teacher.

Section Five: General conclusions and recommendations.

The information for this thesis has been gathered from Arab embassies, professional magazines and personal experience. It is based on the premise that "Arab" is as vauge a term as "European," and that teaching methods must be designed to cater for the diversity of the Arab world.

▷ Language Teaching in Higher Education, Carol Sanders (Language Centre, University of Sussex, Brighton, England)

Three research projects are included in this title: 1) editing case-studies of examples of innovation in language teaching in higher education in Great Britain; 2) writing and testing a body of materials designed to integrate a variety of linguistic skills for the advanced learner of French; and 3) (with the assistance of Dr. L. Ducroquet) evaluating the long and short term effects of an intensive language course, which brings learners from intermediate up to advanced level, covering in two semesters (160 hours) work normally done in 2-1/2 years. The evaluation will be done first for a French course, and the students will be tested on entry, at the end of the intensive course, after one year and after a second year which will have been spent in the country of the language studied. Students, who will be compared with their peers doing the 2-1/2 year course, will be tested for both achievement and motivation.

UPCOMING CONFERENCES

DELAWARE SYMPOSIUM ON LANGUAGE STUDIES, II

The Department of Languages and Literature at the University of Delaware is pleased to announce its second symposium on language studies, October 15-17, 1980, at the Clayton Conference Center on the University Campus.

The major theme for the 1980 symposium will be linguistics and professions. Presenters will address aspects of language as it relates to forensics and other facets of the law, psychoanalysis, doctor/patient relationships, advertising and commercial transactions, insurance-policy writing, national and international politics, conference interpretation and translation.

ESP INSTITUTE

The 1980 ESP Institute, a course for advanced training and professional interchange, will be held July 13 - August 8, 1980, at the University of New Mexico, Albuquerque, New Mexico, concurrent with the final four weeks of the TESOL and LSA Summer Institutes. The theme of the Institute is "Major Trends in ESP." Courses in theory and applications for English for academic purposes, vocational ESL, English for science and technology, and English for business and economics will be

offered. Tuition will be $700. Room and board will be available on campus. For further information, contact: Karl Drobnic, Director, EST Clearinghouse, ELI ADS A100, Oregon State University, Corvallis, Oregon, 97331, U.S.A.

MEXTESOL

The Mexican Association of Teachers of English to Speakers of Other Languages will hold its VII Annual National Convention, September 24-28, 1980, at the Plaza Internacional Hyatt Regency Acapulco, Acapulco, Guerrero, Mexico. The convention program will include plenaries, demonstrations, research papers, workshops, minicourses, publishers' exhibits and job interviews. MEXTESOL members will receive convention and workshop registration forms, preliminary program and hotel information in May. To receive the above, non-members should send names and addresses to: MEXTESOL A.C., Mazatlan 96 P.A., Mexico 11, D.F., Mexico.

AILA WORLD CONGRESS

The Sixth AILA World Congress will be held in Lund, Sweden, August 9 - 15, 1981. The Congress will be hosted by the University of Lund and organized by the Swedish Association of Applied Linguistics (ASLA) under the auspices of the International Association of Applied Linguistics (AILA).

The Congress will have as its theme "Language and Society" and be oriented towards linguistics dealing with the practical problems of society. The Congress will focus on the following topics:

First Language Learning and Teaching; Methods in Second Language Teaching; Progression in Second Language Learning; Error Analysis, Contrastive Linguistics; Evaluation and Testing; Teaching Materials; Language Teaching and Technology; Language for Specific Purposes; Translation and Interpreting; Terminology and Lexicography; Production and Comprehension; Communication Problems in Society; Bilingualism, Immigrants' Language Problems; Language Planning and Policy.

Participants are invited to submit abstracts of papers on these topics. The abstract should be 2-3 pages long and written in English, typed with double spacing and on one side of paper only, submitted in 3 copies. It should be headed with the following information: Name, address and telephone number of author(s), topic which the paper deals with, full title of the paper in the language in which it will be read at the Congress (English, French, German and Russian accepted). The abstract should reach the Programme Committee of AILA no later than August 1, 1980. The Committee will select the papers to be read and recommend a form of presentation (symposium, section, workshop, etc.). The authors will be notified on the Committee's decision by December 31, 1980.

For further information, contact: AILA World Congress 1981, University of Lund, Fack, S-221 01 Lund, Sweden.

BOSTON CONFERENCE

The Fifth Annual Boston University Conference on Language Development will take place October 10-12, 1980.

Papers dealing with theoretical and applied psycholinguistic research will be considered for the conference, including, but not limited to the areas of: first and second language acquisition, bilingualism, reading, writing, sign language, neurolinguistics, sociolinguistic interaction, and language acquisition in deficited populations.

Please send questions to: Wendy Goodhart or Barbara Gomes, Conference on Language Development, Box F, Boston University, Boston, MA 02215.

JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING--1980

The Japan Association of Language Teachers (JALT), an affiliate of TESOL, will sponsor the JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING--1980, from November 22 to 24. The conference will be held at Nanzan Junior College, Nagoya. Over 600 participants from near and abroad are expected to be in attendance.

Papers, demonstrations, and workshops are encouraged in areas relevant to second language teaching and learning. The topics with particular interest would be concerned with the "newer methodologies," and practical instructional techniques.

When submitting a conference proposal, please observe the following procedures:

a) Prepare two copies of a 200-word typewritten abstract, one with your name ON, and one with your name OFF.
b) Immediately below the abstract, and on the same page, indicate the primary audience(s) for whom your presentation is intended. Also, list all the equipment that may be necessary (from blackboards to complex equipment).
c) On a separate sheet of paper include a 50-75 word bio-data statement.
d) The abstract and bio-data statement should be prepared as you wish it to appear in the program.

After the above procedures have been observed, send your proposal to one of the following addresses, no later than August 1: Paul G. La Forge, English Department, Nanzan Junior College, Showa-Ku, 19 Hayato-Cho, Nagoya, Japan 466 or Raymond Donahue, Modern Language Center, Nagoya Gakuin University, Seto, Japan 480-12.

COLLOQUIUM ON MIGRANT WORKERS

An International Colloquium on Linguistic Problems of Children of Migrant Workers will take place September 3-5, 1980 at the State University of Mons, Belgium. The colloquium will be sponsored by the

Association Belge de Linguistique Appliquée, Belgische Vereniging voor Toegepaste Linguistiek, Nederlandse Vereniging voor Toegepaste Taalwetenschap, Gesellschaft fur Angewandte Linguistik, Association Internationale de Linguistique Appliequée. For information, contact: Service Didactique des Langues, Université de l'Etat à Mons, 22, Place du Parc, 7000 Mons, Belgique.

ANNOUNCEMENTS

NON-ENGLISH LANGUAGE RESOURCES OF USA - A VITAL NATIONAL RESOURCE

The Office of Education has asked Joshua Fishman to reinvestigate a topic that he pioneered 20 years ago: detailed information on the size and fluency of America's non-English language resources. "Non-English languages have been spoken and written here continuously since long before our national independence was established," said Professor Joshua A. Fishman, Distinguished University Research Professor of Social Sciences at Yeshiva University, New York, "and OE has asked me to locate and study the periodic press, radio and t.v., ethnic-community schools and the ethnic community churches through which these languages function to this very day in the USA. These languages are a valuable national resource for our country -- easily as valuable as any of our other national resources --and it is important for us to be able to safeguard and strengthen them because of their major cultural, diplomatic, commercial and educational contributions to our well-being.

"My first research task is to put together an exhaustive list of the non-English press, radio and t.v. programs, ethnic-community schools and ethnic-community churches that are functioning in the USA today. The census counts people; my job on this project is to locate and count the community institutions utilizing our non-English languages. This is a difficult task, because since I did it the last time, in 1960-61, no one has tried to do it again. Therefore, I appeal to all ethnic-community leaders -- writers and editors; teachers, principals and school board members; radio-t.v. announcers and producers; clergymen and church officers -- to send me the names and addresses of the non-English publications, programs, schools or churches with which they are associated and of which they are aware. They can just send me a letter or postal card, care of Language Resources III, Yeshiva University, 55 Fifth Avenue, New York, NY 10003. I will then contact them, or the publication, program, school or church they name, for a bit of further information necessary for my study. I urgently need a little help from a lot of people if I am to succeed in revealing the truly multilingual nature of American life," Fishman said.

Everyone is more aware now of the importance of our language groups for the country's well-being. As a result, I hope that my new study of the language institutions of the ethnic communities throughout the length and breadth of the USA will help to further safeguard and strengthen the multilingual and multicultural genius from which the greatness of America derives," Fishman said, "but in order to accomplish this I first need everyone's help to obtain the thousands of names and addresses that I am seeking. If everyone who hears about my study takes a minute to drop me a card the success of my study will be assured!"

NOW AVAILABLE THROUGH ERIC

Linda Levy's paper, "Culture and Clay: The Reshaping of an Educational System," which was presented at the American Orthopsychiatric Conference in March, 1978, recently has been published through the ERIC system. In her paper the validity of Bilingual Education in a multicultural preschool setting is examined and supported. Further, a discussion of how mental health may be linked to the recognition of a child's native language, in his acquisition of a positive self-concept, is delineated. Additionally, theoretical information is supported by a survey completed in 1978, with specific reference to cultural values and their effect on education and language learning. Conclusively, teacher attitudes play a major role in a child's acquisition of a healthy self-concept; therefore, curricular inclusion and consideration of language and ethnicity will positively affect the overall learning process.

NEW AT MLJ

The Modern Language Journal, an American journal for professional language teachers and researchers on all levels of curriculum, announces changes for the 1980's:

New Editorial Address: David P. Benseler, 314 Cunz Hall, Ohio State University, Columbus, Ohio 43210 USA

New Business Address: Stephen Miller, Business Manager, Journal Division, University of Wisconsin Press, 114 North Murray Street, Madison, Wisconsin 53791 USA

The Modern Language Journal is now published four times a year. Subscriptions are $12.00 a year. For further information, contact the Business Manager.

NEW JOURNAL

The new international journal Applied Psycholinguistics has published its first volume. Contents of Volume 1, Number 1, include the Editor's Overview by Sheldon Rosenberg and the following articles: Individual Differences in Early Child Phonology, Phonological Analysis of Four Down's Syndrome Children, Perceptual Constancy for Phonemic Categories: A Developmental Study with Normal and Language Impaired Children, Mode Use in Deaf Children: Effects of Communication Method and Communication Competence, Schizophrasia: Case Study of a Paranoid Schizophrenic's Language, Individual Differences in Second Language Learning, and Syntactic Complexity and Cognitive Style. For subscription information, contact: Cambridge University Press, 32 East 57th Street, New York, NY 10022.

ENGLISH LANGUAGE RESEARCH JOURNAL

A new journal is being planned which is to be particularly concerned with teaching, learning and research in the field of English for

Specific Purposes (ESP). The term ESP will be interpreted broadly so that a large number of practical and theoretical areas can be covered, which will be of interest to those involved in ESP.

Topics will include analysis of spoken and written discourse, computer text analysis, stylistics, study skills, and syllabus/materials design.

The first issue will be published in Autumn 1980 and the Journal will appear annually thereafter. Articles accepted for the first issue cover topics on programme design, specification of needs, analysis of written discourse, self-directed learning and integrative testing.

Contributions in the form of articles, reviews, research reports, and news items are invited. Further details may be obtained from: Chris Kennedy, English Language Research, University of Birmingham, B15 2TT ENGLAND.

UNIVERSITY OF ILLINOIS MA IN THEORETICAL LINGUISTICS

The Department of Linguistics offers work leading to the Master of Arts in theoretical linguistics, which prepares students for admission to programs offering advanced professional training at the doctoral level; and applied linguistics, including a specialization in the Teaching of English to Speakers of Other Languages (TESOL). The TESOL curriculum is coordinated with internship in the Tutorium in Intensive English, which is conducted under the auspices of the Department of Linguistics.

Beginning with admissions in the Fall Quarter, 1980, the Department of Linguistics will offer a generous number of Fellowships to qualifying graduate students. These Fellowships will include a Tuition and Fee Waiver, plus a stipend of $1,000 at minimum.

In addition, there are other kinds of financial aid available to prospective students, as described in the Graduate Bulletin. The Graduate Bulletin and applications for admission and financial aid are available on request from the Graduate College, 1523 University Hall, University of Illinois at Chicago Circle, Chicago, Illinois 60680. For additional information, contact, Dale E. Woolley, Director of Graduate Studies, Department of Linguistics, or Andrew Schiller, Head, Department of Linguistics, University of Illinois at Chicago Circle, College of Liberal Arts and Sciences, Box 4348, Chicago, Illinois 60680.

UNIVERSITY OF BIRMINGHAM - M.A. IN APPLIED ENGLISH LINGUISTICS (with particular reference to English for Specific Purposes)*

*For further details see SLANT, Vol. IX, Nos. 1 and 2.

Applications are invited for entry to a two-year sandwich course for experienced teachers of EFL (and in particular ESP), combining work in-post with ten weeks intensive study at Birmingham each year. Ideal for those able to obtain short-term release from EFL institutions at home and abroad.

Application forms and details from the Registry, Faculty of Arts, University of Birmingham, P.O. Box 363, Edgbaston, Birmingham, B15 2TT, England. Further details from Chris Kennedy, English Language Research, University of Birmingham.

SUMMER PROGRAM

The Summer Program in Linguistics for Teachers of English to Speakers of Other Languages will take place June 23 through August 1, 1980 at Georgetown University, Washington, DC.

Specific inquiries regarding the Summer Program in TESOL, Certificates in Teaching English as a Second Language or Bilingual Education, the MAT in ESL or the MAT program in ESL and BE (special brochure) should be addressed to Dean Alatis, School of Languages and Linguistics, Georgetown University, Washington, DC 20057.*

Requests for application to the Summer Program in Linguistics for Teachers of English to Speakers of Other Languages should be addressed to the School for Summer and Continuing Education, TESOL Program, Georgetown University, Washington, DC 20057.

SUMMER INSTITUTE IN APPLIED LINGUISTICS

A three-week Institute in Applied Linguistics will be held this summer at the University of Surrey at Guildford, England from 13 July - 2 August 1980 under the auspices of the British Association for Applied Linguistics. The Institute will be organised on behalf of BAAL by the Bell Educational Trust, Cambridge, and the event falls under the general aegis of the International Association of Applied Linguistics (AILA).

It is intended that the Institute will offer a survey of current thought in Applied Linguistics, at an advanced level, with contributions from many of the leading British specialists in Applied Linguistics; two American specialists will also take part.

The teaching at the institute will be divided between plenary sessions and seminars or tutorials in smaller groups. The topics included will be selected from the following:

- What is applied linguistics? The British view.
- Applied linguistics and description of present-day English.
- Language and communication, including speech acts and events.
- Language and mind, and interlanguage studies.

*For general information, also see SLANT, Vol. IX, No. 1.

- Social and educational contexts of language and literature.
- Literary stylistics.
- Language variation and change.
- National language planning in Britain.
- Mother tongue education.
- Applied linguistics in language teaching, including problems of examining.
- General and applied phonetics.
- Speech pathology.
- Discourse analysis.
- Contrastive studies and error analysis.
- Translation theory.

The Director of the course will be Peter Strevens, Fellow of Wolfson College, Cambridge and Director of the Bell Educational Trust; Miss Mary Willes, of the West Midlands College of Higher Education will be Assistant Director of the Institute. Among those who have already indicated their intention to contribute are the following:

C. Brumfit, C.N. Candlin, R. Carter, S.P. Corder, A. Davies, W. Grauberg, P. Grunwell, R. Hartmann, K. Mitchell, K. Morrow, P. Newmark, A. Spicer, H. Widdowson; and, from the USA, H. Altman and R. Kaplan.

The aim of the Institute is to attract up to 200 individuals from as many countries as possible to spend three weeks in a residential academic setting, considering current ideas and the future outlook for applied linguistics considered as a multi-disciplinary approach to language-based problems.

The course is residential. The fee, including tuition, social programme, accommodation and all meals, is L500 plus a L10 registration fee. A variety of accommodation is available, including single rooms and family units. The fee for the Institute is quoted on the basis of a single room; participants who would prefer double or family occupancy are requested to write to us for details of alternative accommodation fees.

Copies of the application form may be obtained from the Director, the Bell Educational Trust, 1 Red Cross Lane, Cambridge CB2 2QX. A second circular giving further detailed information about the programme, residential facilities, joining instructions, etc. will be sent out to those who have registered.

PUBLICATIONS RECEIVED

California Linguistics Newsletter, Vol. IX, No. 2, Nov. 6, 1979; Vol. XI, No. 4, Jan. 23, 1980; Vol. XI, No. 5, April 18, 1980.

The Carrier Pidgin, Vol. VII, No. 2, June, 1979; Vol. VII, No. 3, Sept., 1979; Vol. VII, No. 4, Dec., 1979; Vol. VIII, No. 1, March, 1980, (University of Hawaii).

Cizí Jazyky ve Skole, Vol. XXIII, 2-7, 1979-1980 (Foreign Languages, Prague).

Creolists: A Preliminary Directory (Compiled for The Carrier Pidgin), Feb., 1980.

Cross Currents: Communication/Language/Cross Cultural Skills, Vol. VI, No. 2, 1979 (The Language Institute of Japan).

Doshisha Studies in English, No. 22, Oct., 1979; No. 29, 1979 (Department of English, Doshisha University, Kyoto, Japan).

East-West Culture Learning Institute Report, Vol. 5, No. 4, Nov., 1979; Vol. 6, No. 1, Oct., 1979 (East-West Center, Honolulu, Hawaii).

Eric/CLL News Bulletin, Sept., 1979; March 1980.

Focus, No. 1 (National Clearinghouse for Bilingual Education).

Forum Newsletter, Vol. II, Nos. 7-10, August-Nov., 1979 (National Clearinghouse for Bilingual Education).

ICP Newsletter, Vol. 1, No. 3, March/April, 1979; Vol. 1, No. 4, Sept./Oct., 1979 (San Diego State University, Institute for Cultural Pluralism, San Diego, CA).

The Illinois ESL Vessel, Vol. 3, Nos. 3 & 4, May-Sept., 1979.

Interlanguage Studies Bulletin, Vol. 4, Nos. 1 & 2, 1979.

Journal of Research in Reading, Vol. 3, No. 1, Feb., 1980.

Multilingual, Vol. 3, No. 1, Fall, 1979 (Bureau of Bilingual Education, State Education Department, NY).

Nordic Linguistic Bulletin, Vol. 3, Nos. 1 & 2, 1979 (Nordic Association of Linguists).

Public Doublespeak Newsletter, Vol. IV, Nos. 1-5, 1978; Vol. V, Nos. 2-4, 1979 (The National Council of Teachers of English).

Reporting on Reading, Vol. 5, No. 6, Sept., 1979.

SPEAQ Journal, Vol. 2, No. 4, 1978 (Quebec).

Studies in Second Language Acquisition, Vol. 2, Nos. 1 & 2 (Indiana University Linguistics Club, Bloomington, IN).

TEAM, (Teachers of English: Arabian Monthly, University of Petroleum and Minerals, Dhahran, Saudi Arabia), No. 32, Jan., 1980.

TESL Talk, Vol. 10, No. 3, Summer, 1979; Vol. 10, No. 4, Fall, 1979, Vol. 11, No. 1, Winter, 1980 (Ontario Ministry of Culture & Recreation).

ACKNOWLEDGMENTS: Our thanks to the following support staff at SLANT: Elaine Kohn, Tamara Lucas, Judy Winn-Bell Olsen, Elizabeth Reyes, Mary Kay Ryan.

STAFF CHANGE: SLANT welcomes Don Kissinger of San Francisco State University and Alemany Community College as its new Business Manager. Don replaces Tom Nunnelley who has accepted a post at Tokai University in Japan. Our thanks to Tom who has served as Business Manager for almost two years.

DON'T FORGET to inform us of changes of address so that you don't miss any SLANT issues. Address any correspondence regarding changes of address and subscriptions to: Don Kissinger, Business Manager, SLANT Newsletter c/o Graham Wilson, English Dept., San Francisco State Univ., 1600 Holloway Avenue, San Francisco, CA 94132 USA. All other correspondence should be addressed to Judith Chun at the same address.

INDOCHINESE SURVEY:

The recent influx of refugees from Southeast Asia to the United States represents a large and distinctive group of second language learners. SLANT is gathering information on language research involving Indochinese groups and languages for a composite article to appear in our Fall 1980 issue. Briefly, we would like to know

- what research is being done or planned
- what findings, if any, are available
- what the specific population of the research is
- where and by whom the research is being conducted

We encourage you to contribute any information you have so that we can help people who are doing research with the Indochinese know what other projects are going on in this field. Please take a moment to fill out the attached questionnaire and return it to the Indochinese Survey at SLANT by July 15, 1980. If you know of anyone else doing research in this field, please ask them to respond, too.

Return to:

Indochinese Survey
SLANT Newsletter
c/o Graham Wilson
English Department
School of Humanities
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132